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THE STANHOPE EDITION No. 55

SONG DEVELOPMENT

FOR

LITTLE CHILDREN

A natural and progressive series of tone studies and songs for the improvement of singing in kindergartens and elementary grades

By

Frederic H. Ripley and H. L. Heartz

WHITE-SMITH MUSIC PUBLISHING CO.
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PREFACE

SONG DEVELOPMENT

Consists of a series of brief tuneful studies and songs especially adapted to the cultivation of the ears and voices of little children. Emphasis is placed upon tonality rather than words which are in every case few and simple.

The first four studies are for uniting the voices on a single tone. Interest is aroused and sustained by the accompaniments which are delightful little tunes.

The second group of studies is in the form of little songs in which the tonality follows the chord development.

Each tone is supported by the piano. The movement of the voices is slow and graceful, the words are selected with special reference to their vocal qualities, and the piano accompaniment is simple and pleasing.

The third division consists of a group of clever scale songs whose words are selected from familiar nursery rhymes.

The fourth group consists of new settings for familiar subjects with some original verses. Here the tone development of the preceding sections is fully applied.

The fifth group consists of selected familiar songs in which the tonality is distinctly the prominent feature.

A few songs to be sung by the teacher, to the children, such as "Ding, Dong, Bell!" and "The Wind," are introduced to enable the teacher to illustrate the larger uses of tone expression.

The last group consists of instrumental numbers for marching, running, skipping, and similar exercises intended for the cultivation of graceful rhythmic movements.

The book is intended as a supplement to the many excellent collections now in use. It supplies material for a department of child culture which is often neglected.

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GROUP I

Four tone studies, with piano accompaniment, for uniting the voices

I Tone G . . Page 5

II Tone C . . . " 6

III Tone B♭ . . . " 7

IV Tone E♭ . . . " 8

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DIRECTIONS

The teacher should sing the tone and induce the children to imitate her example.

The piano accompaniment will secure attention, and add interest and pleasure to the exercise.

A minute or two may well be spent on these studies at the opening of each singing period.

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TONE STUDY I

Smoothly

00 00

mf

00 00 00 0 00

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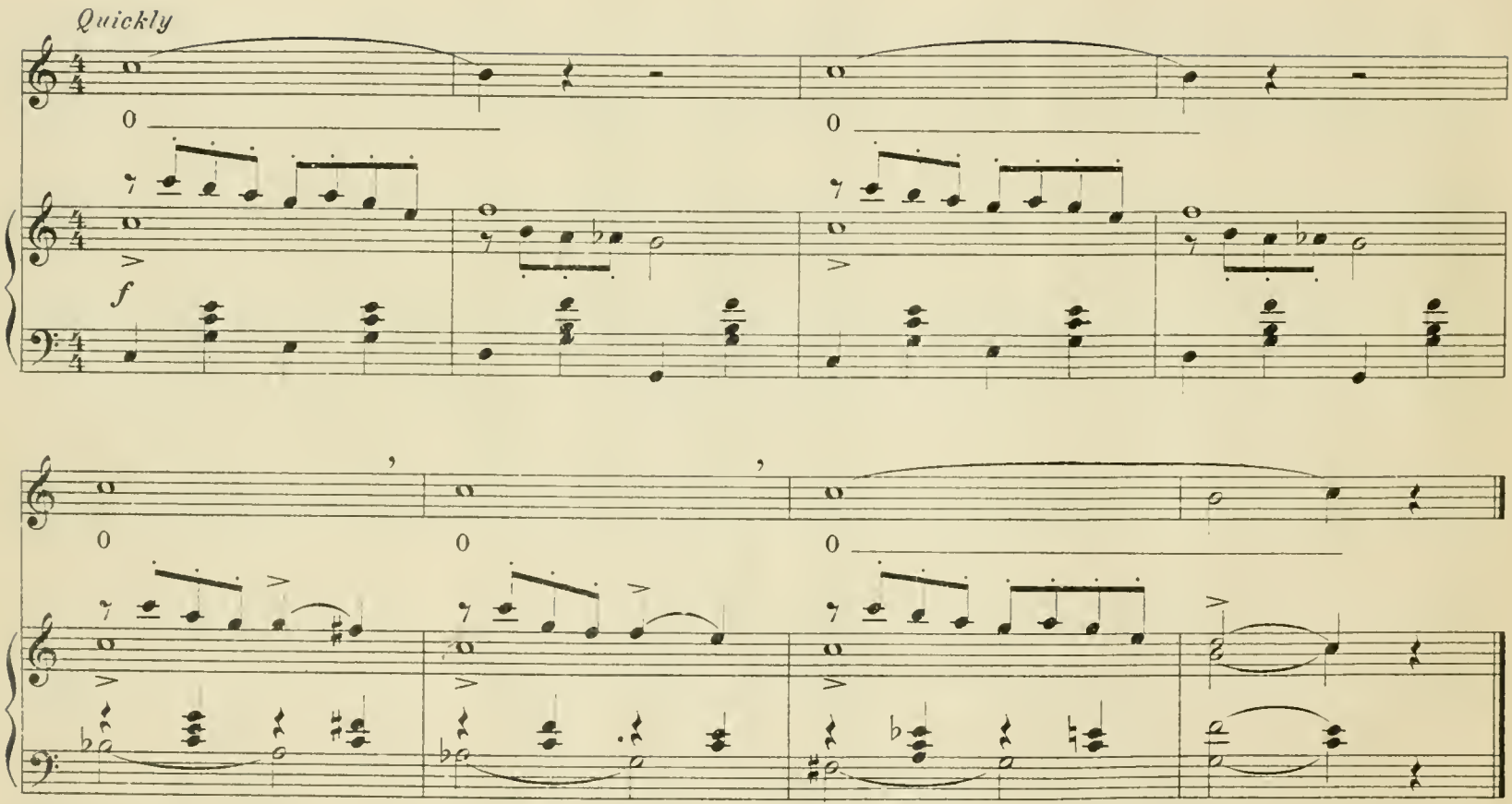
TONE STUDY II



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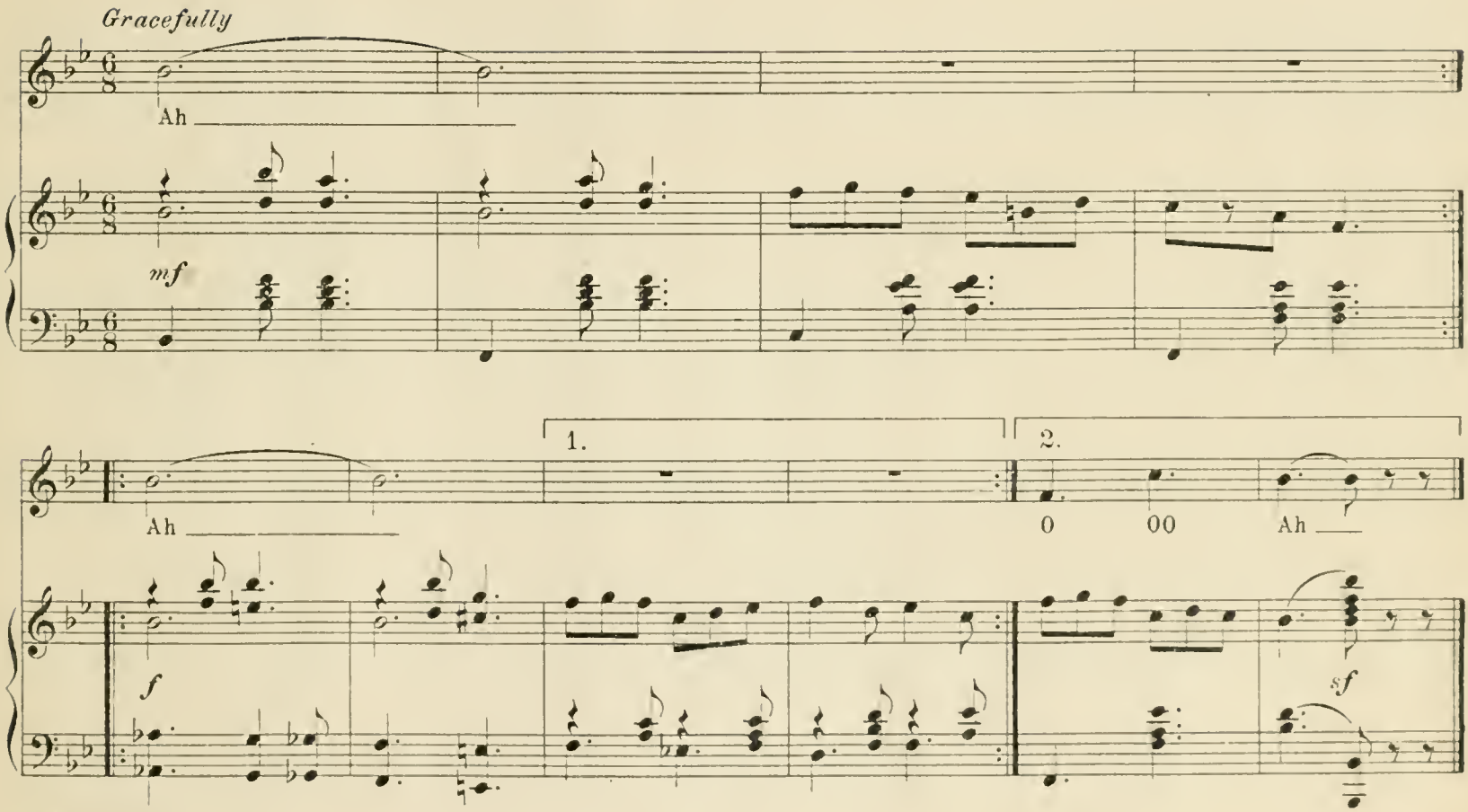

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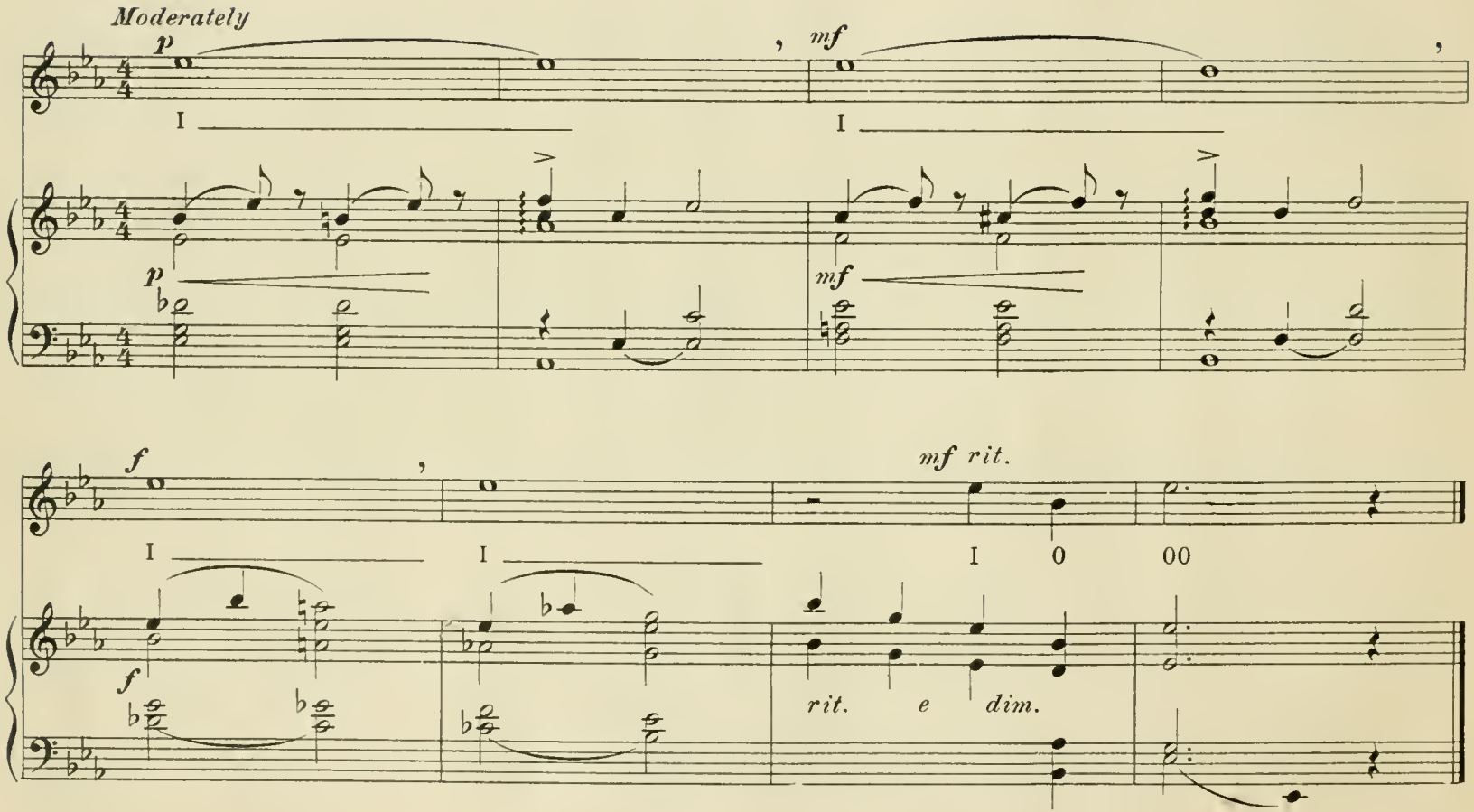

GROUP II

Eighteen little songs founded on the common chords

Tonic chord

1. Sunshine Bright . . . . Page 11
2. Time Flies . . . . . " 12
3. Flowers at Night . . . . " 13
4. Praise Him . . . . . " 14

Tonic and Dominant chords

5. Sailing . . . . . Page 15
6. Winter . . . . . " 16
7. Off to Dreamland . . . . " 17
8. The Mill. . . . . " 18
9. Wake! Wake! . . . . . " 19

Tonic and Sub-Dominant

10. Dancing . . . . . Page 20
11. Birdie . . . . . " 21
12. The Bells . . . . . " 22
13. Spring . . . . . " 23

Tonic, Dominant, and Sub-Dominant

14. Morning Song. . . . . Page 24
15. With Banners Flying. . . . " 25
16. My Dollie . . . . . " 26
17. The Anvil . . . . . " 27
18. Who killed Cock Robin? . . " 28

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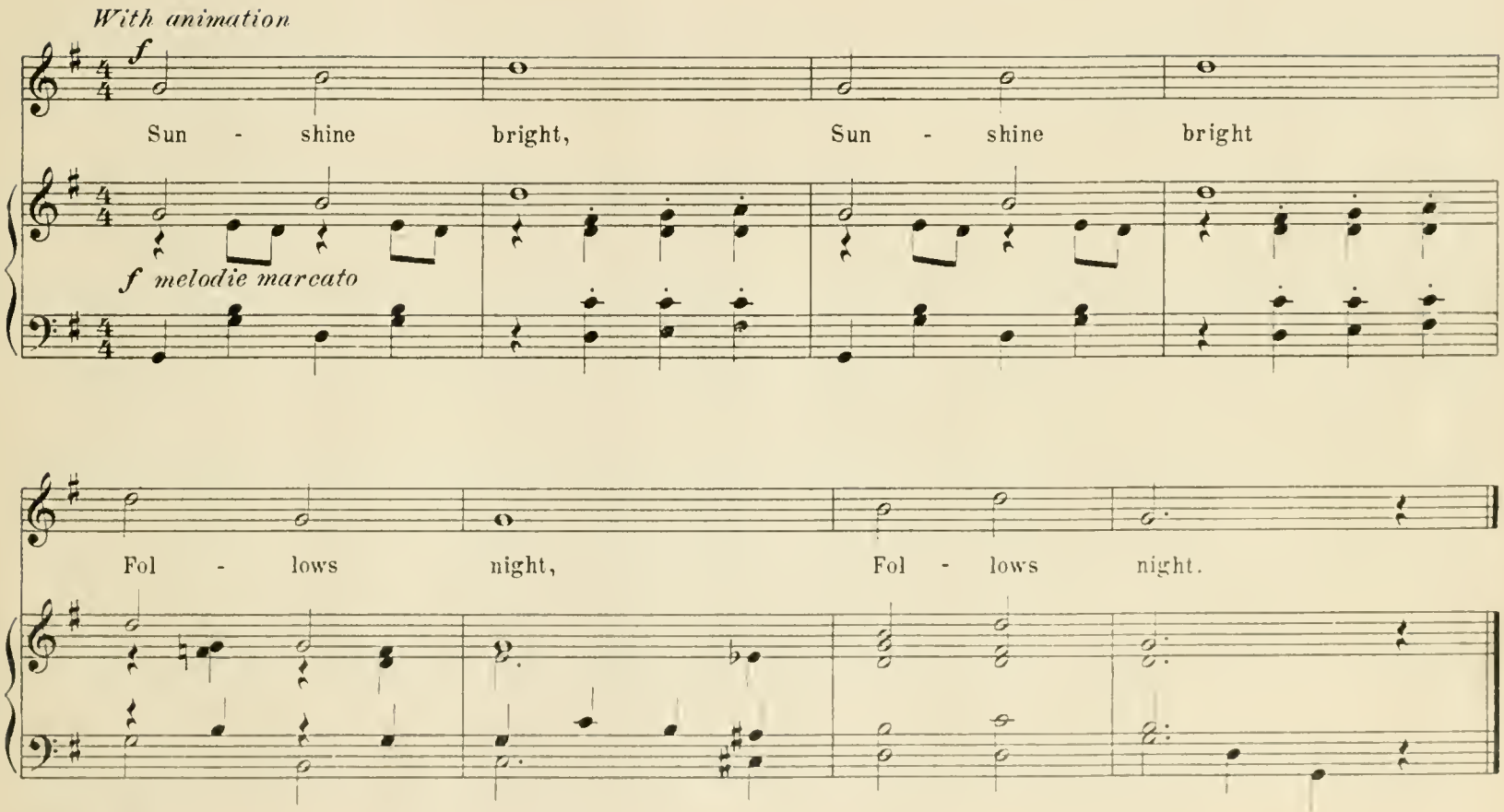
DIRECTIONS

The development of musical appreciation along the line of least resistance takes us over the fundamental chords in the order in which they are presented in the following songs; this fact, however, will not prevent the use of the songs in any order and for any purpose which conditions may require. It is essential, however, that the movement should always be graceful, and that the piano accompaniment be so well learned that no errors mar the effect.

13505-123

SUNSHINE BRIGHT



TIME FLIES!

Graceful, with precision

mf

Time flies! Time flies!

staccato *simile*

mf

Dai - ly the clock says that Time flies!

FLOWERS AT NIGHT

Calmly

mf *cresc.* *f*

Flow - ers red, flow - ers blue, Flow - ers white

mf *cresc.* *f*

mf *dim.* *p*

Droop their heads, droop their heads When 'tis night.

mf *dim.* *p*

PRAISE HIM

ANON

Joyfully

f

Praise Him, Praise Him! Lit - tle chil - dren praise Him!

f

poco a poco rit.

God is Love, God is Love, God is Love!

poco a poco rit.

SAILING

Smoothly

mf

Sail - ing, sail - ing, o'er the foam;

mf

f marcato

Sail - ing, sail - ing, Far a - way we roam.

mf

staccato

sf

WINTER

Smoothly

f

O - ver the snow we go slid - - - ing,

f

And on the ice we go glid - - - ing.

OFF TO DREAMLAND

Slowly and tenderly

p

By - low - by, by - low - by, Moth - er dear is nigh;

p

By - low - by, by - low - by, Off to Dream - land, by - by.

dim. *pp*

dim. *pp*

THE MILL

Energetic

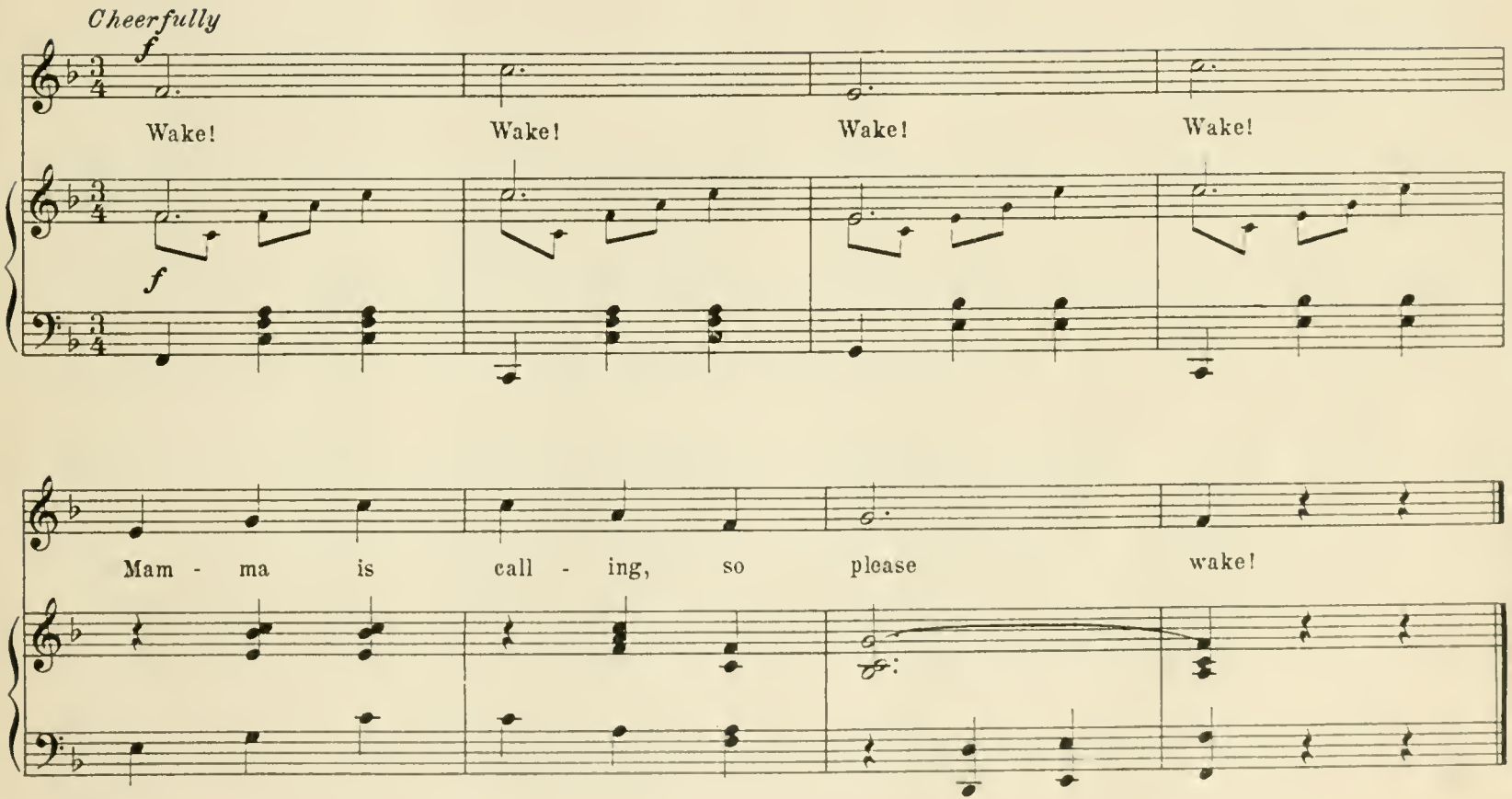
f

Ev - er on - ward goes the mill, Dai - ly grind - ing, grind - ing;

f

Ev - er on, nev - er still, Dai - ly grind - ing, grind - ing.

WAKE! WAKE!


Cheerfully
f
Wake!
Wake!
Wake!
Wake!
f
Mam - ma is call - ing, so please wake!

DANCING

With sprightliness

f

Danc - ing, danc - ing, as we go;

f

Danc - ing, danc - ing, danc - ing heel and toe.

BIRDIE

With vigor

f

Bird - ie, bird - ie, up so high:

f

poco rit.

Fly - ing and fly - ing near the sky.

poco rit.

THE BELLS

Strongly accented

f

Bells, bells, clang - ing bells; Bells, bells, sweet - toned bells.

f melodie marcato

poco rit.

Ding, dong, to and fro; Ding, dong, fast, then slow.

poco rit.

SPRING

Moderately

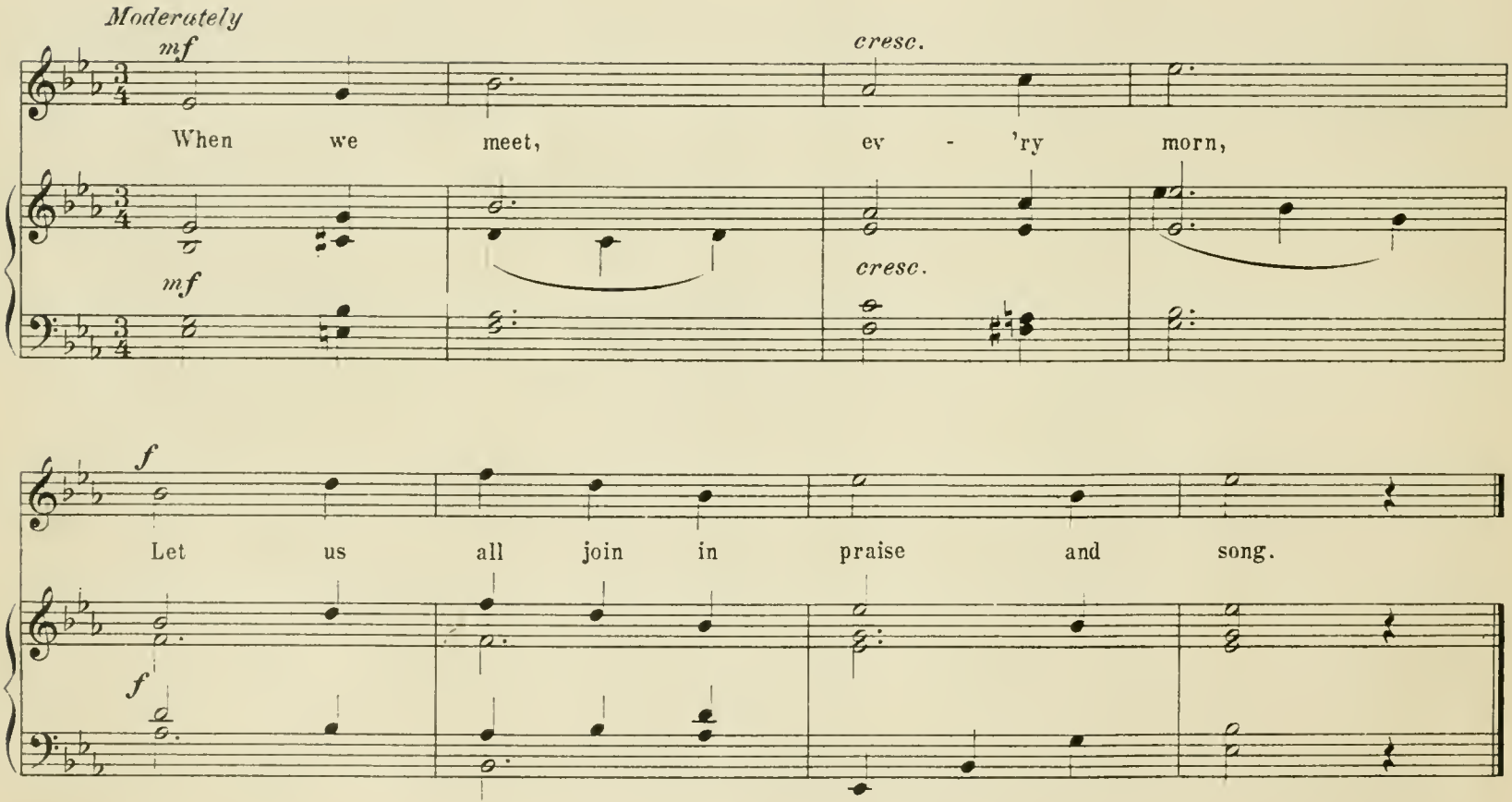
f

Buds and blos - - soms now a - bound,

f

Spring hath its bless - ings spread all a - round.

MORNING SONG



WITH BANNERS FLYING

Martial

ff

March, march, march, Sol - diers we, sol - diers we;

ff melodie marcato

On our way, With ban - ners fly - ing gai - ly.

staccato

MY DOLLIE

Rather slow and smoothly

mf

My Dol - lie! My Dol - lie! I love my prec - ious dol - lie! My

mf

Dol - lie! My Dol - lie! None can com-pare with my dol - lie!

THE ANVIL

Strongly accented

ff

Kling, klang! Kling, klang! Sings the an - vil;

melodie marcato

ff

Kling, klang! Kling, klang! Sparks all fly at will.

WHO KILLED COCK ROBIN?

NURSERY RHYME

Moderately

mf *cresc.*

Who killed Cock Rob - in? I, said the spar - row,

mf *cresc.*

f *mf*

With my bow and ar - row, I killed Cock Rob - in.

f *mf*

GROUP III

Eight little songs founded on the scale

1. Ever Onward . . . . . Page 31
2. Mistress Mary . . . . . " 32
3. Robin-A-Bobbin . . . . . " 33
4. Slumberland . . . . . " 34
5. Little Miss Muffet . . . . " 35
6. Banbury Cross . . . . . " 36
7. Jack and Jill . . . . . " 37
8. Little Polly Flinders . . . " 38

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DIRECTIONS

The natural progression from the chord to the scale is illustrated in these songs.

The singing should be conducted with as much care as possible. The tone study and chord study which has gone before should be briefly reviewed with each lesson. This will quicken the ears and stimulate interest so that the scale song will be readily sung after a little practice. Much depends upon the entire mastery of the song by the teacher before a presentation is made. The accompaniment should receive special attention.

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EVER ONWARD

Strict march time

f

1.

March - ing down, down the hill, Then we turn and

f

2.

Up the hill we go, And then we're Ev - er on-ward for we're nev - er still.

MISTRESS MARY

NURSERY RHYME

Flowing rhythm

mf

Mis - tress Ma - ry, quite con - tra - ry, How does your gar - den grow?

mf

With cock-le shells, and sil - ver bells, And col - um - bines all in a row.

ROBIN-A-BOBBIN

NURSERY RHYME

Quick waltz time

f

Rob - in - a - Bob - bin Bent his bow;

f

Shot at a pig - eon, And killed a crow.

SLUMBERLAND

Gently

p

Rock - ing, rock - ing, Ba-by's dear eyes now close;

p

dim.

pp

Rock - ing, rock - ing, Ba - by to Slum-ber-land goes.

dim.

pp

LITTLE MISS MUFFET

NURSERY RHYME

Gracefully

f

Lit-tle Miss Muffet, She sat on a tuffet, Eat-ing of curds and whey; There

f

came up a spi-der, And sat down be-side her, And frighten'd Miss Muffet a-way!

sf *sf*

BANBURY CROSS

NURSERY RHYME

Spirited

f

Ride a cock-horse to Ban-bur-y Cross, To see a white la-dy ride on a white horse;

f

Rings on her fingers and bells on her toes, And so she makes mus-ic wher-ev-er she goes.

JACK AND JILL

NURSERY RHYME

Lively

f

Jack and Jill went up the hill To fetch a pail of wa - ter;

f

Jack fell down and broke his crown, And Jill came tumb - ling aft - er.

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LITTLE POLLY FLINDERS

NURSERY RHYME

With animation

f

Lit-tle Pol-ly Flin-ders Sat a-mong the cin-ders, Warming her pret-ty lit-tle toes; Her

f

mother came and caught her, And whipp'd her lit-tle daughter For spoil-ing her nice new clothes.

GROUP IV

Simple settings for familiar nursery rhymes

The group contains several longer songs to be sung to the children by the teacher. These are Ding, Dong, Bell – The Wind – Lady Moon – The Hunters – Christmas-Time, and New Year's Eve. The older children may, however, be able to learn all except Ding, Dong, Bell, and The Wind, which are introduced for the purpose of advancing appreciation.

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DIRECTIONS

Each song should be sung slowly at first, and well impressed on the minds of the children before they are allowed to sing. Too great care cannot be taken to secure a free and accurate rendering of the tonality, and a clear enunciation of the words.

GOOD MORNING TO YOU

ANON.

Gracefully

f

Good morn - ing to you! Good morn - ing to you! Good

f

morn - ing, dear chil - dren, Good morn - ing to all!

THE WHOLE FAMILY, GREAT AND SMALL

ANON.

Gracefully

mf

This is the moth - er who's good and dear, This is the Fa - ther who

mf

works with cheer; This is the broth-er, stout and tall,

THE WHOLE FAMILY, GREAT AND SMALL

This is the sis - ter who plays with her doll; This is the lit - tle one,

pet of all, See this whole fam - i - ly, great and small.

THERE WAS AN OLD WOMAN WHO LIVED IN A SHOE

NURSERY RHYME

Brightly

f

There was an old woman who lived in a shoe, She had so many children, she didn't know what to do; She

gave them some milk and a big piece of bread, She kissed them all fond - ly and put them to bed.

LITTLE BOPEEP

NURSERY RHYME

Flowing rhythm

f

Lit - tle Bo-peep has lost her sheep, And don't know where to find them;

f

Leave them a - lone and they'll come home, And bring their tails be - hind them.

SIMPLE SIMON

NURSERY RHYME.

Moderately

f

Simple Simon met a pieman Going to the fair, Says Simple Simon to the pieman "Let me taste your ware." Says the

f

pieman to Simple Simon, "Show me first your penny;" Says Simple Simon to the pieman, "In-deed I have-n't an-y."

rit.

rit.

SIMPLE SIMON

a tempo

Simple Simon went a fishing For to catch a whale, And all the wa-ter he had got Was in his moth-er's pail. Simple

a tempo

Si-mon went to look If plums grew on a thistle; He prick'd his fingers ver-y much, Which made poor Simon whistle.

marcato rit.

marcato rit.

SING A SONG OF SIXPENCE

NURSERY RHYME

Brightly

f

Sing a song of six - pence, A pock-et full of rye, Four and twenty blackbirds Baked in a pie;

f

When the pie was o - pened, The birds began to sing, Was-n't that a dain-ty dish To set before a king?

LITTLE JACK HORNER

NURSERY RHYME

Waltz rhythm

f

Lit-tle Jack Horner sat in a corner, Eat-ing a Christ-mas pie; He

f

put in his thumb and pull'd out a plum, And said, "What a good boy am I!"

OLD MOTHER HUBBARD

NURSERY RHYME

Moderately

mf

Old Moth-er Hub-bard she went to the cup-board To get her poor dog a bone;

mf

When she got there the cupboard was bare, And so the poor dog-gie got none.

DICKERY, DICKERY, DOCK

NURSERY RHYME

Lively

f

Dick-er-y, dick-er-y, dock, The mouse ran up the clock, The clock struck One, The

f *sf*

mouse ran down; Dick-er-y, dick-er-y, dock.

marcato

HUMPTY DUMPTY

NURSERY RHYME

Flowing rhythm

f

Hump - ty Dump - ty sat on a wall, Hump - ty Dump - ty had a great fall;

f

All the king's hors-es, and all the king's men, Could - n't set Hump - ty up a - gain.

THE WAY TO LONDON

NURSERY RHYME

Brightly

f

See - saw, see - saw, Which is the way to Lon - don town?

f

One foot up, the oth-er foot down, That is the way to Lon - don town.

DING, DONG, BELL!

NURSERY RHYME

Slowly *Moderately*

f

Ding, dong, bell! Pus - sy's in the well; Who put her

f

in? Lit - tle John - ny Green, Who pull'd her out? Lit - tle John - ny Trout;

DING, DONG, BELL!

slower *softer and slower*

What a naugh - ty boy was that, To drown poor Pus - sy Cat.

Slowly *p* *pp*

Ding, dong, bell! Ding, dong, bell!

p *pp*

THE LITTLE MOUSE'S DREAM

Moderately

f

There was a lit-tle mouse who had a lit-tle dream All a-bout a lit-tle house made of cheese and cream; But a

f

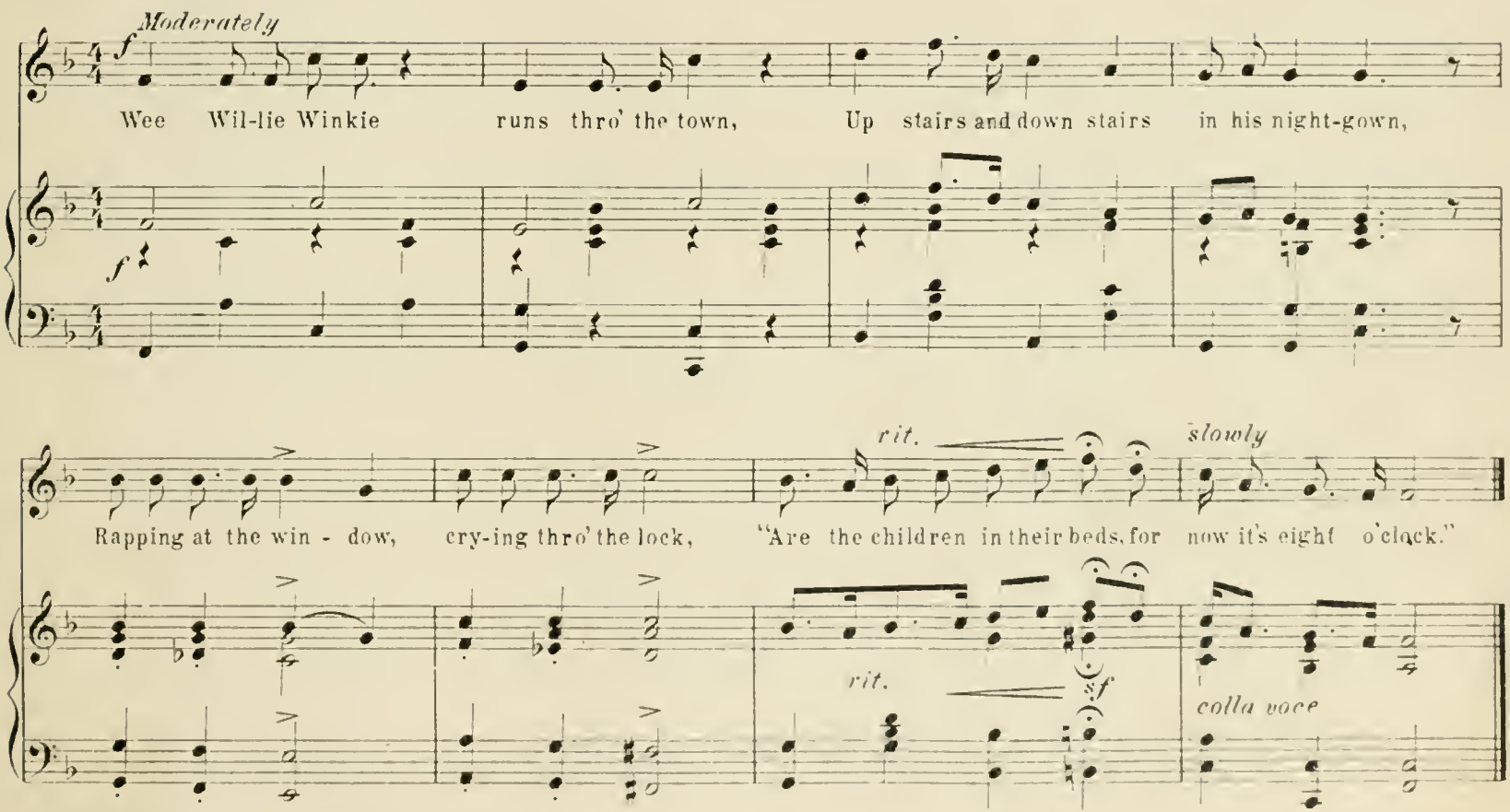
rit. *a tempo*

great big cat, who was hun-gry and lean, Ate the mouse, and the house, and the cheese, and the cream.

rit. *a tempo*

BED-TIME

NURSERY RHYME



ST. VALENTINE'S DAY

Briskly

f

St. Val-entine's Day is a day of fun, From the close of school to the setting of the sun; Should your door - bell ring, you will know I'm nigh, But you can-not see or catch me ev - en if you try.

f

rit. *a tempo*

rit. *a tempo*

BUTTERCUPS

DOLLY RADFORD

mf *Flowing rhythm*

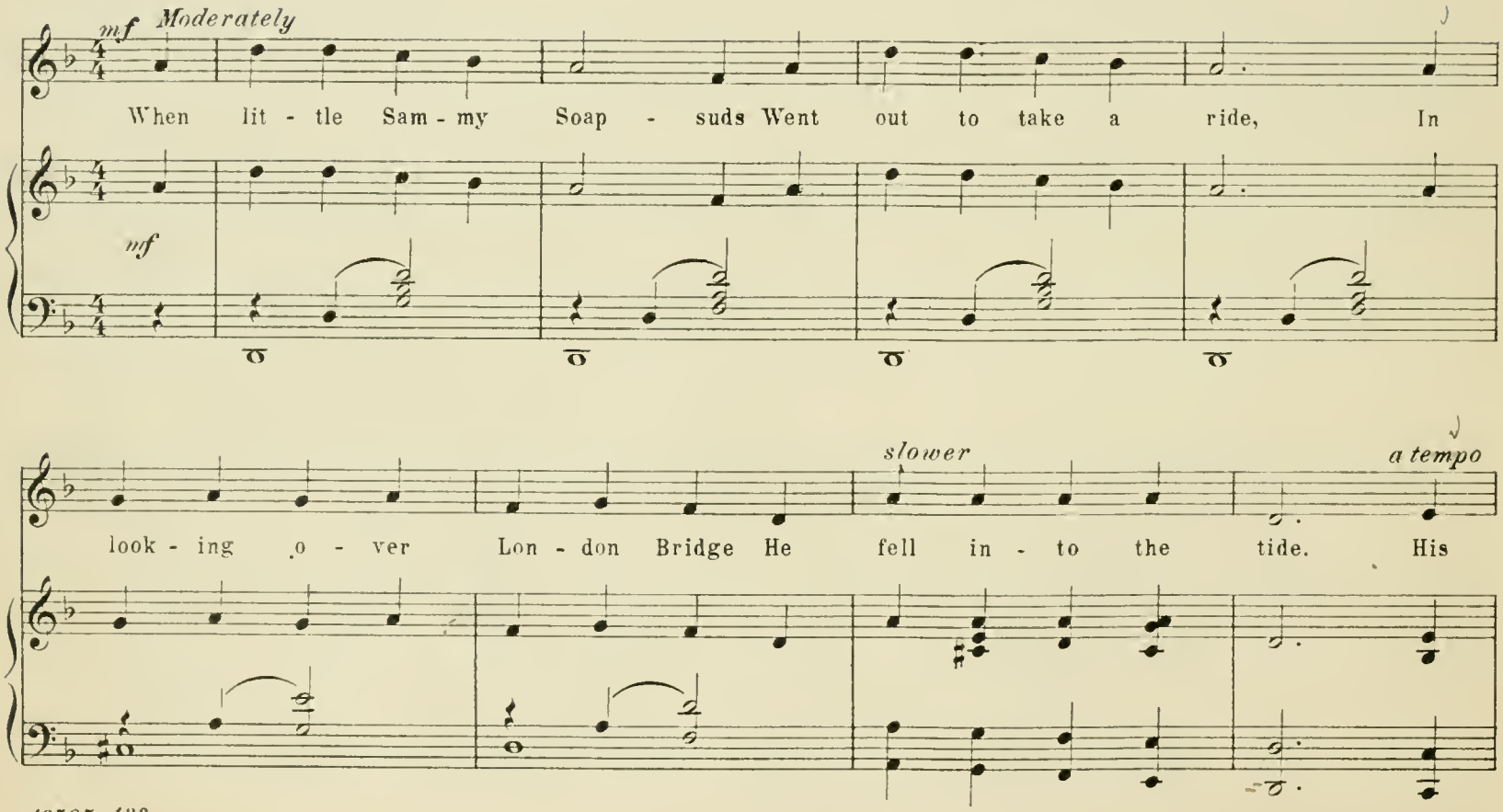
But - ter - cups, but - ter - cups, Stretching for miles, Thro' the green meadow-land, O - ver the stiles.

mf

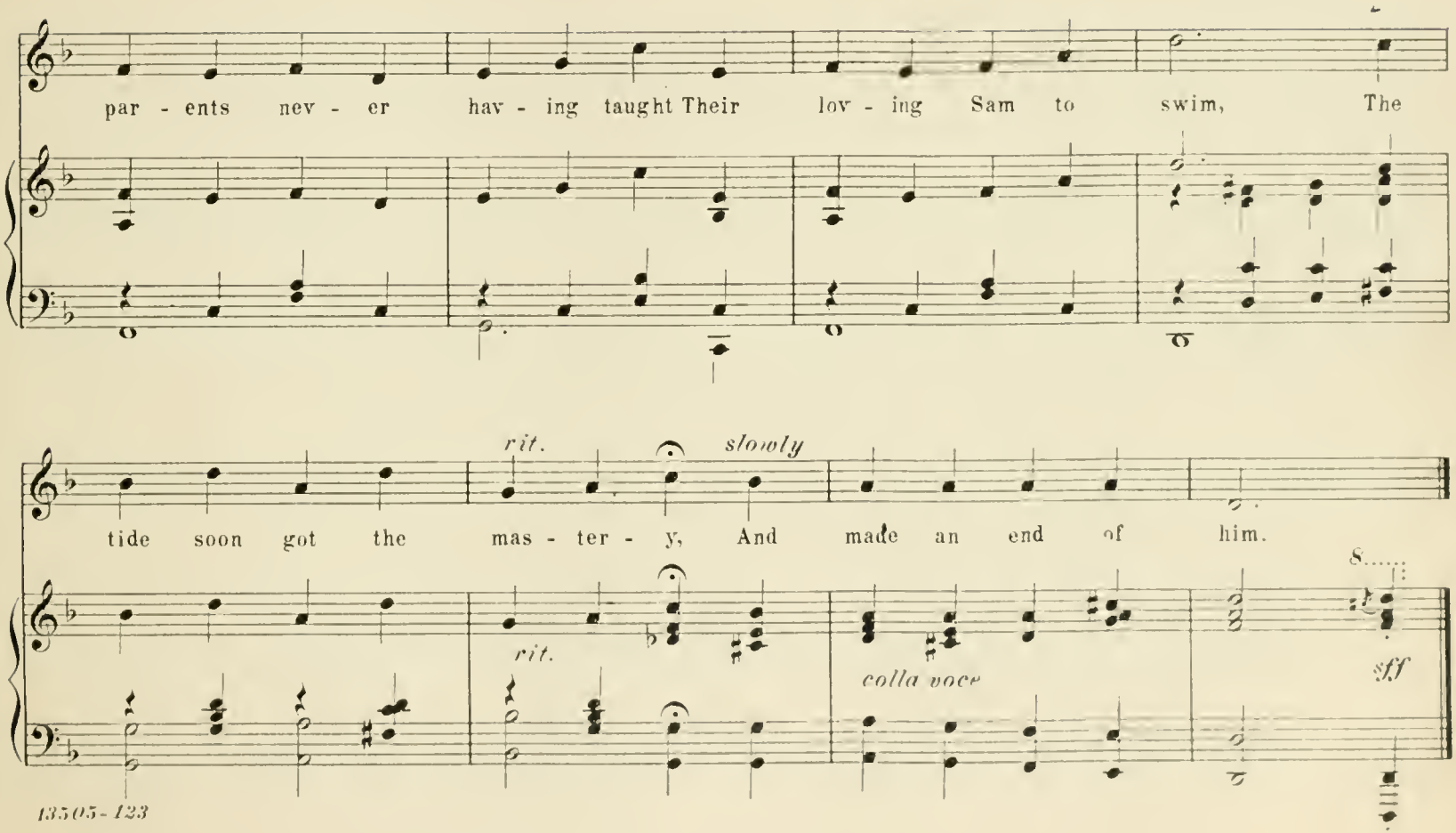
But - ter - cups, but - ter - cups, Standing so high, In all the summer grass, Un - der the sky.

SAMMY SOAPSUDS

NURSERY RHYME



SAMMY SOAPSUDS



THE WIND

CHRISTINA ROSETTI

Moderately

mf

Who has seen the wind? Neither I nor you;

mf

But where the leaves hang trem - bling, The wind is pass - - ing

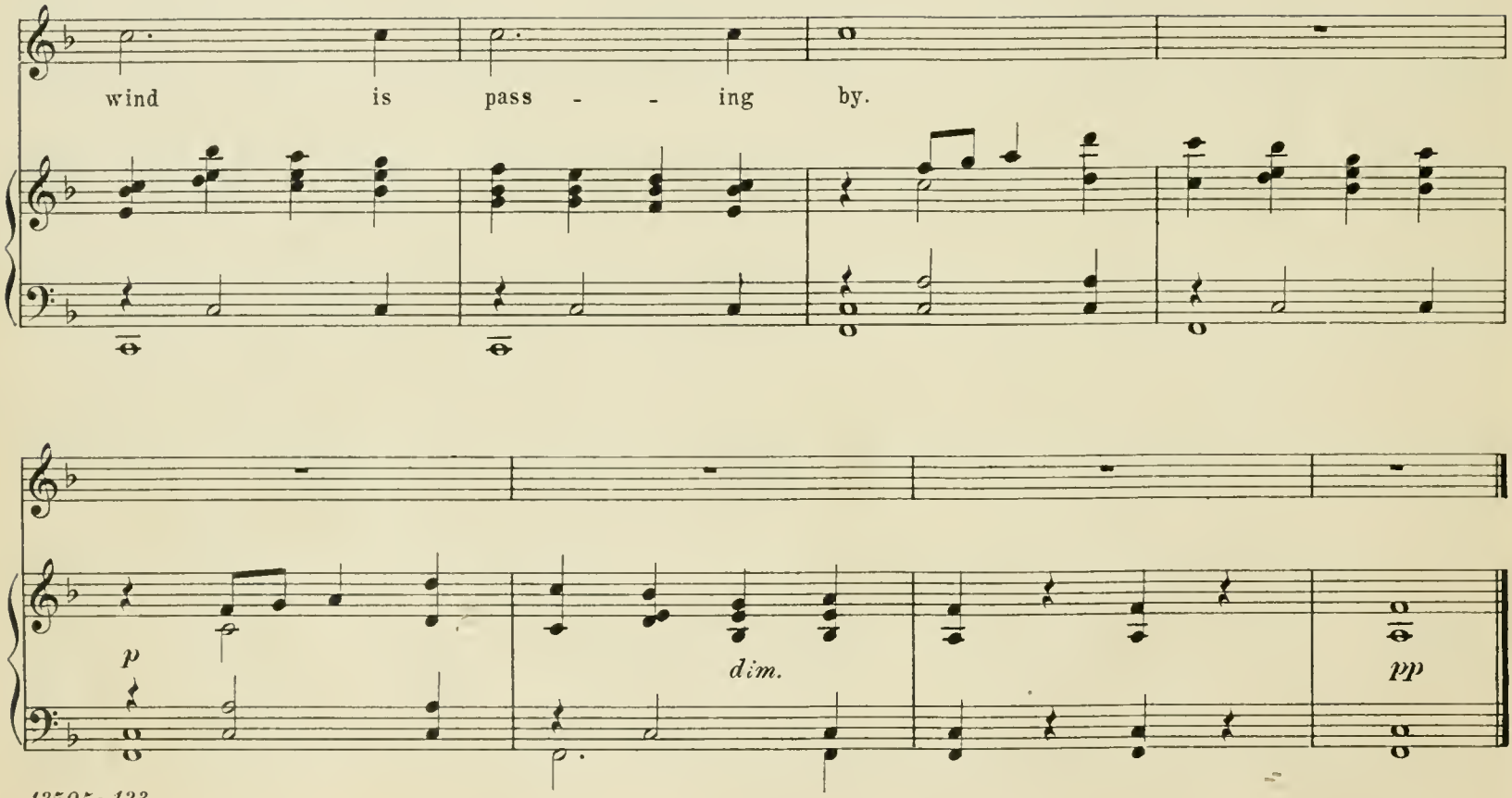
8

THE WIND

thro! Who has seen the wind?

Neither you nor I; But the trees bow down their heads, The

THE WIND



AUTOMOBILE SONG

Quickly

f

The au - to - mo-biles glide swift - ly by, With a honk! honk! honk! And a honk! honk! honk! They

f

puff and they snort, and their voic - es try, With a honk! honk! honk! And a honk! honk! honk!

GOOD MORNING

With animation

f

Bow - ing heads now say "Good Morning!" Bow - ing heads now say "Good Morning!"

f

To the east and to the west the heads all say "Good Morn-ing, Good Morning, Good Morning to you!"

p.

TICK AND TACK

Gracefully

mf

Tick and tack, tick and tack, Swings the pen - du - lum, To and fro;

mf

Tick and tack, tick and tack, Swings the pen - du - lum. soft and low.

LITTLE RAIN-DROPS

ANON

Moderately

p *mf* *f*

Lit-tle rain-drops feed the rill, Rills to meet the brooklet glide; Brooks the broader riv-ers fill, Rivers swell the ocean's tide,–

p *mf* *f*

p *mf*

Ocean, that with solemn note, Proudly rears a foaming crest, While the mightiest vessels float Lightly o'er its bil-lowy breast.

p *mf*

THE WHOLE FAMILY

Waltz rhythm

mf

One is my Grand-mamma, Two is my Grand-pa-pa, Three is my Moth-er, dear:

mf

cresc.

f

Four is my Fa-ther, with Sis-ter and Brother, Makes six of our fam-i-ly here.

cresc.

f

sf

THANKSGIVING-DAY

LYDIA MARIA CHILD

Flowing rhythm

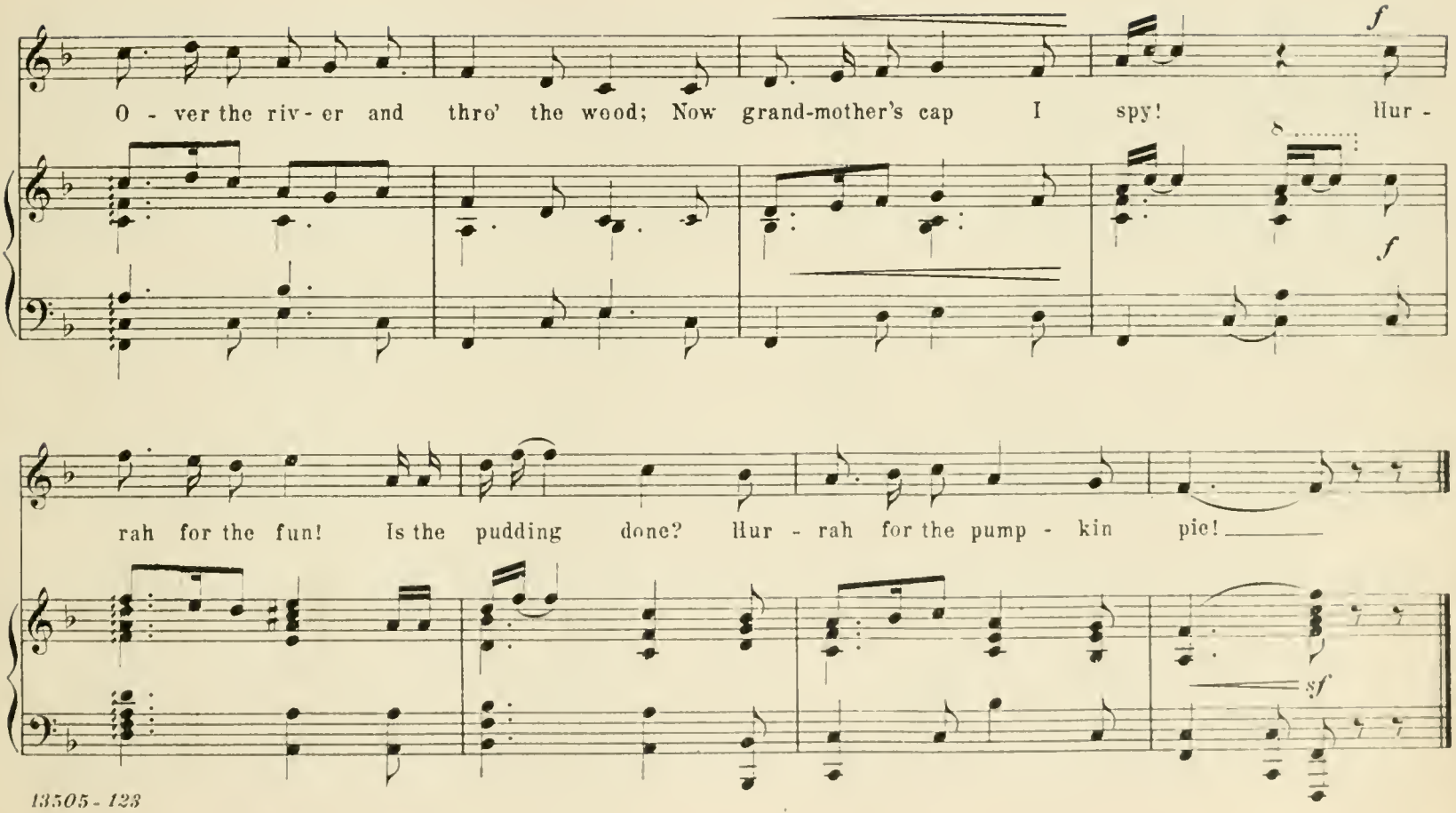
mf

O - ver the riv - er and thro' the wood, To grand-fa-ther's house we go; The

mf

horse knows the way To car - ry the sleigh Thro' the white and drift - ed snow.

THANKSGIVING-DAY



LADY MOON

Flowing rhythm

f

La - dy Moon, La - dy Moon, Where do you rove to - night? "Cheer - ing the sail - ors with rays that are bright!"

f

LADY MOON

slower and softer — *a tempo*

La - dy Moon, La - dy Moon, Thy ra - diant light Ev - er is wel - come

cresc. — *f* — *slower*

O'er land and o - cean; La - dy Moon, La - dy Moon, Pride of the night.

cresc. — *f* — *slower*

DANCING IN THE MORN

With vivacity

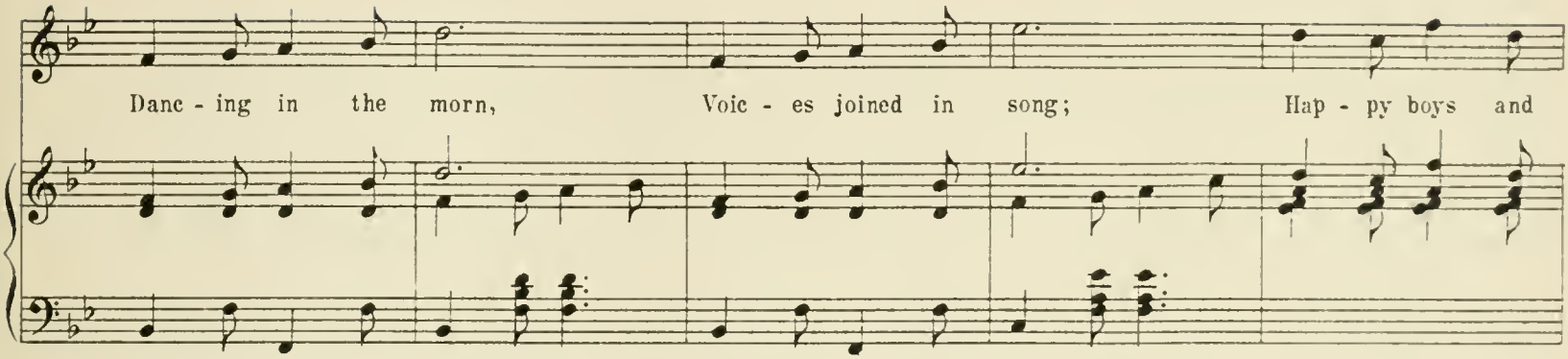
f

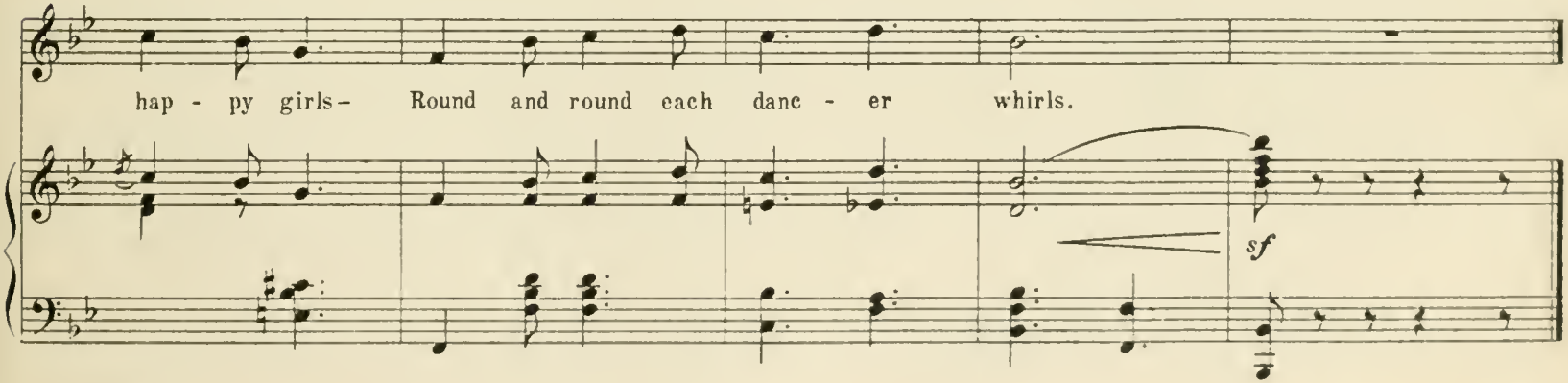
Danc - ing in the morn, Voic - es joined in song; Hap - py boys and

f

hap - py girls– Round and round each danc - er whirls.

DANCING IN THE MORN





MR. AND MRS. THUMB

Moderately

f

Now Mis - ter Thumb and Mis - sis Thumb Went out to take a walk; With

f

bows po - lite, and fac - es bright, They greet their friends and talk. "Oh,

MR. AND MRS. THUMB

how do you do? And how do you do? And what a de-light - ful day! And

rit. *a tempo*

how do you do? And how do you do?" Then on - ward wend their way.

rit. *a tempo*

THE HUNTERS

Lively

f

O - ver the ice and o - ver the snow, O - ver the fenc - es and brooks we go;

f

Hors - es and hounds with spir - its high,

8

THE HUNTERS

Blow-ing of horns and hunt - er's cry.

sf

Now to the right and then to left, And round in a cir - cle they hunt the fox:

THE HUNTERS

One horse has fall - en down, One man has hurt his crown, But

sly old fox has not been caught. Then

THE HUNTERS

gal - lop, and gal - lop, and gal - lop a - way!

Gal - lop a - way! Gal - lop a - way! No fox was caught to - day.

sf

THE AIRSHIP

Gracefully

mf

O - ver the land and the o - cean Swift - ly we glide thro' the air, Our

mf

ship is so gen - tle in mo - tion We ban - ish all thoughts of care.

CHRISTMAS HYMN

Moderately

f

1. In a far off east - ern clime, There was born at Christ - mas - time
2. Tho' 'twas man - y years a - go, On us all He doth be - stow

f

Christ, the son of Ma - ry, mild, Lord of all, tho' but a child.
Gifts, for which we give Him praise, Gifts of lov - ing thoughts and ways.

CHRISTMAS-TIME

Flowing rhythm

f

In a man-ger low - ly, There be-gan a sto - ry; Ev - 'ry land and

f

ev - 'ry age, Ev - 'ry child and ev - 'ry sage Re - joic - es at this time, With

CHRISTMAS-TIME

mer - ry song and chime; Give thanks to Him Who reigns a-bove, Be gen - 'rous, kind, and

full of love.

SANTA CLAUS

Joyously

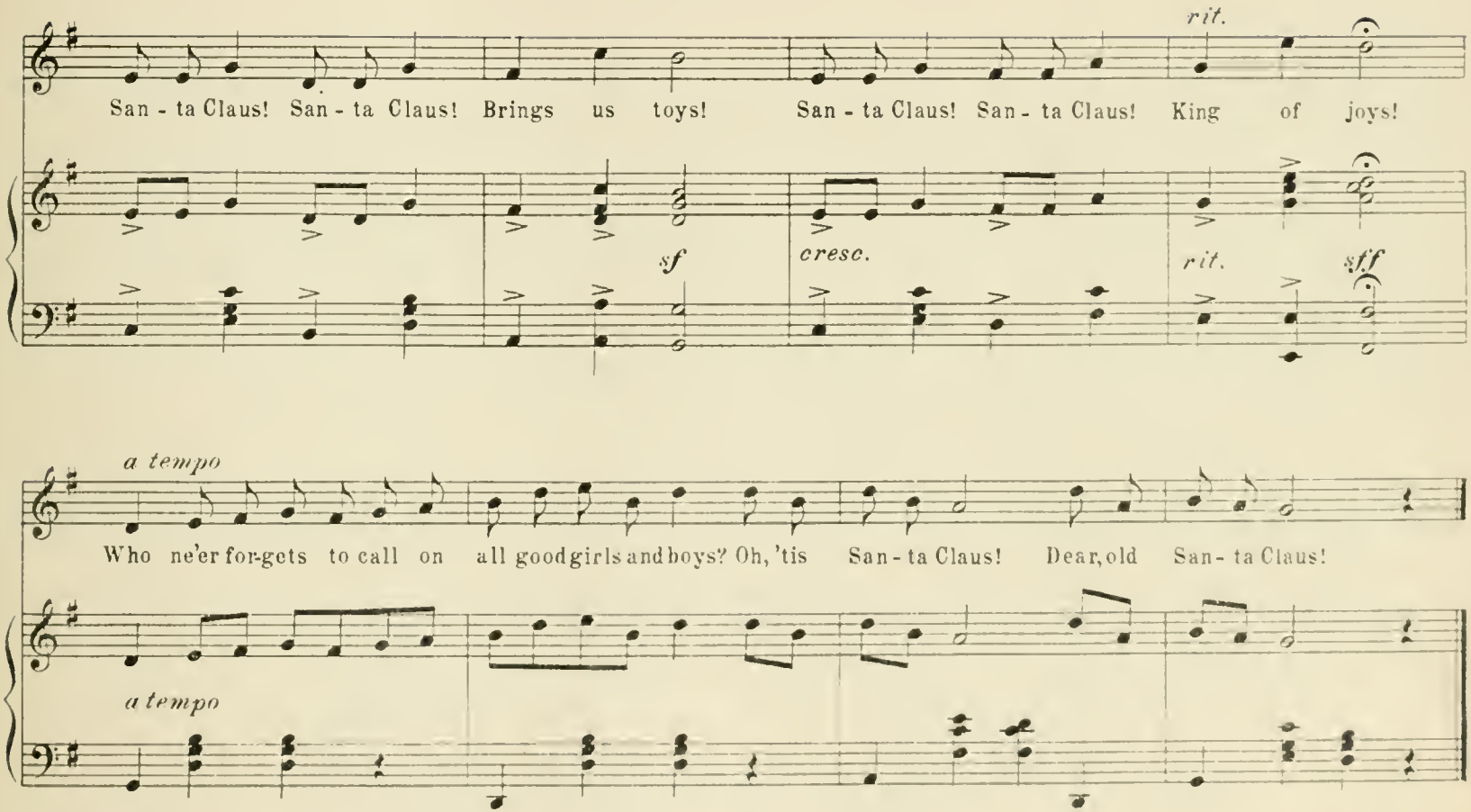
f

Who is it down the chimney comes at Christmas-time? Oh, 'tis San-ta Claus! Dear, old San-ta Claus! And who

f

fills hang-ing stockings full of presents that are fine? Oh, 'tis San-ta Claus! Dear, old San-ta Claus!

SANTA CLAUS


rit.
San - ta Claus! San - ta Claus! Brings us toys! San - ta Claus! San - ta Claus! King of joys!
sf
cresc.
rit.
sff
a tempo
Who ne'er for-gets to call on all good girls and boys? Oh, 'tis San - ta Claus! Dear, old San - ta Claus!
a tempo

NEW YEAR'S EVE

ALFRED, LORD TENNYSON

Moderately

f

Ring out, wild bells, to the wild, wild sky, The fly - ing

f

cloud, the frost - y light: The year is dy - ing

NEW YEAR'S EVE

in the night; Ring out, wild bells, and let him die. Ring

Brightly

out the old, ring in the new, Ring, hap - py

NEW YEAR'S EVE

bells, a - cross the snow: The year is go - ing,

let him go; Ring out the false, ring in the true.

sff

GROUP V

Eleven Selected Songs By Great Authors

1. Four Wee Birds . . *Schumann* Page 93
2. Sunrise . . . . . *Mozart* " 94
3. Sleep, Darling, Sleep . *Reinecke* " 96
4. The Violet . . . . . *Nägeli* " 97
5. Sleep, My Heart's Treasure *von Weber* " 98
6. The Little Soldier . . . *Krieken* " 99
7. The Tiny Violet . *Reinecke* Page 102
8. Greeting . . *Mendelssohn* " 103
9. Lullaby . . . . *Taubert* " 104
10. Sweet and Low . . . *Barnby* " 106
11. Holy Night . . . . *Haydn* " 108

DIRECTIONS

These songs are familiar to all teachers of rote singing.

They are examples of the best work which it is possible to present to children.

In some cases the tonality is beyond the power of beginners, but the teacher should use the songs as a means of culture, and encourage the children to learn them if possible.

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FOUR WEE BIRDS

K.D.W.

R. SCHUMANN

Moderately

mf

Fine

1. Four lit - tle wee bird-ies All left their warm nest, They flew north and south, And they flew east and west.
D.C. And when, home-ward fly - ing, They sought their warm nest, They said, "dear - est moth - er, We love home the best."
2. Then sing, chil - dren, sing! With your voic - es so clear, Yes, sing of "sweet home," To our hearts the most dear.
D.C. Then sing, chil - dren, etc.

mf

D.C.

They flut - ter'd o'er flow - ers, They sung to the bees; They drank from the brook-let, They swung on the trees.
Oh, make it as hap - py As hap - py can be, And love it as birds Love their nest in the tree.

SUNRISE

W. A. MOZART

Moderately

f

1. See where the ris - ing sun In splen - dor decks the skies,
2. Fair is the face of morn; Why should your eye - lids keep

f

His dai - ly course be - gun, Haste, and a - rise.
Closed, when the night is gone? Wake from your sleep!

Fine

SUNRISE

Oh, come with me, where vio - lets bloom, And fill the air with sweet per-fume, And
Oh, who would slum - ber in his bed When dark - ness from his couch has fled, And

where, like dia - monds to the sight, Dew - drops spark - le bright.
when the lark is soar - ing high, War - bling songs of joy?

D.C.

SLEEP, DARLING, SLEEP

C. REINECKE

Slowly and tenderly

pp

Sleep, dar - ling, sleep, — Near by strays a sheep; — Hits him on a lit - tle stone,

pp

Hurts his lit - tle, wee leg bone. Sleep, dar - ling, sleep. — Sleep, dar - ling, sleep. —

rit.

rit.

THE VIOLET

HANS G. NÄGELI

Moderately

p

1. Vio-let low-ly bend-ing, Si-lent beau-ty lend-ing To thy moss-y bed!
2. Wait I for the sing-ing, Clear-ly, sweet-ly ring-ing, Of the night-in-gale;

p

poco rit.

Vio-let, dear, what dream'st thou, Mourn-ful-ly why seem'st thou Thus to bow thy head?
Bend-ing thus each flow-er, Hid in leaf-y bow-er, Lis-tens in the vale.

poco rit.

SLEEP, MY HEART'S TREASURE

C. M. von WEBER

Moderately

p

1. Sleep, my heart's treas-ure, my dar-ling art thou; Blue eyes must close and in slum-ber rest, now.
2. Sleep, my heart's treas-ure, tho' dark night is here, Moth-er still watch-es, thy cra-dle a-near;

p

pp

Peace-ful, and still as the grave, all earth lies; Sleep, dear, I'll brush from thy pil-low the flies.
Ear-ly and late, lov-ing guard o'er thee keeps. Moth-er-love, dar-ling, ne'er slum-bers nor sleeps.

pp

THE LITTLE SOLDIER

F. W. KÜCKEN

Light and cheerful

mf

1. If a lad would be a sol - - dier, He must have a mus-ket new, He must have a mus-ket new; This with pow - der must be load - -

2. Then up - on his left side, hang - - ing, He must have a sa - bre bright, He must have a sa - bre bright; So when foe - men meet in bat - -

mf *p* *cresc.* *f* *cresc.* *f*

THE LITTLE SOLDIER

p

ed, And a lead - en bul - let, too. If a sol - dier you would
tle, He can al - so shoot and fight. If a sol - dier you would

p

be, Learn this lit - tle song from me, Hop, hop, hop, hop, hop, hop! Po - ny, run, run, and

THE LITTLE SOLDIER

mf *cresc.*

trot. If a sol - dier you would be, Learn this lit - tle song from me; Po - ny, fast - er ev - er,

mf *cresc.*

f

fast - er, fast - er trot. Hop, hop, hop, Hop, hop, hop, run and trot!

f marcato *sf*

THE TINY VIOLET

C. REINICKE

Moderately

mf

1. "Ah, vio - let, dear - est vio - let, Will you not tell me dear, Why you are here so ear - ly, E'er oth - er flow'rs ap - pear?"

2. "Be - cause I am so ti - ny, There - fore in May come I; If I came with the oth - ers, I fear you'd pass me by."

mf

dim.

dim.

GREETING

F. MENDELSSOHN

Slowly

p

1. In my heart they light - ly sing, Joy - bells soft - ly peal - ing;
2. To the bud - ding vio - lets fly, Make their fra - grance sweet - er;

p

Ring out lit - tle songs of spring, Thro' the wide earth peal - - ing.
And if thou a rose es - py, Say, I bid thee greet her.

mf

mf

LULLABY

A. J. FOXWELL. W. TAUBERT

Slowly and tenderly

p

1. Rest, my ba - by, rest! In thy down - y nest;
2. Sleep, my dar - ling, sleep! On thy slum - ber deep;
3. Rest, my ba - by fair, Free from ev - 'ry care!

p

Hark! the rain is fall - ing fast, Wind and storm are driv - ing past!
May no breath of clam - or rude, Pain or troub - le now in-trude!
Thro' the wood the pig - eon flies, Seek - ing here and there sup-plies;

LULLABY

Hark! the dog, with an - gry growl - ing, Chides the beg - gar, home - less prowl - ing;
While the hare, the hun - ter fear - ing, Tim - 'rous thro' the grass is peer - ing.
In the nest her fledg - lings ly - ing Wear - i - ly for food are cry - ing;

Here with peace and com - fort blest, Rest, my ba - by, rest.
Love its watch will o'er thee keep; Sleep, my dar - ling, sleep!
No such sor - rows shalt thou share; Rest, my ba - by fair!

SWEET AND LOW

J. BARNBY

Moderately

pp *p*

1. Sweet and low, sweet and low, Wind of the west - ern sea,
2. Sleep and rest, sleep and rest, Fa - ther will come to thee soon.

pp *p*

sf *p*

Low, low, breathe and blow, Wind of the west - ern sea,
Rest, rest on moth - er's breast, Fa - ther will come to thee soon,

sf *p*

SWEET AND LOW

mf *pp* *f*

O - ver the roll - ing wa - ters go, Come from the dy - ing moon and blow, Blow him a - gain to me. While my lit - tle one, while my lit - tle one, sleeps.

Fa - ther will come to his babe in the nest. Sil - ver sails all out of the west, Un - der the sil - ver moon. Sleep, my lit - tle one, sleep, my pret - ty one, sleep.

mf *pp* *f*

rall. *e* *dim.* *pp*

rall. *e* *dim.* *pp*

HOLY NIGHT

M. HAYDN

Moderately

p *pp* *mf* *dim.* *p*

1. Ho - ly night, wonderful night! Earth is still, bless-ed sight. On - ly Ma - ry, moth - er mild,
2. Ho - ly night, wonderful night! Shep-herds first saw the light; Tho' the glit-tering an - gel throng

p *pp* *mf* *dim.* *p*

poco cresc. *mf* *p*

Watch-es while her won-derful child Sleeps in heav-en-ly peace! Sleeps in heav-en-ly peace!
Heard the glad, ex - ult - ant song, Christ, the Saviour, is born! Christ, the Saviour, is born!

poco cresc. *mf* *p*

GROUP VI

Instrumental pieces for the cultivation of rhythm

Page

110 _ Melody _ for securing quiet and repose. Should be played softly with slow graceful movement. The children should listen with closed eyes or heads resting on the desk.

112 _ March _ for the co-ordination of the movements of the body. The children should march with firm and easy tread without noise.

114 _ Flying _ for co-ordinating the movement of the arms which should be extended to represent wings The downward movement should be given on the accented part of the measure.

116 _ Walking _ for cultivating a light graceful step. The movement should be brisk and animated with bodies erect and the weight thrown well forward on the toes, but not tiptoe.

118 _ Creeping _ for stealthy movement on the floor with the slightest possible noise. The impersonation of animals is suggested.

120 _ Running _ for graceful easy motion on the toes.

122 _ Skipping _ for a great variety of light movements, usually in pairs, hand in hand.

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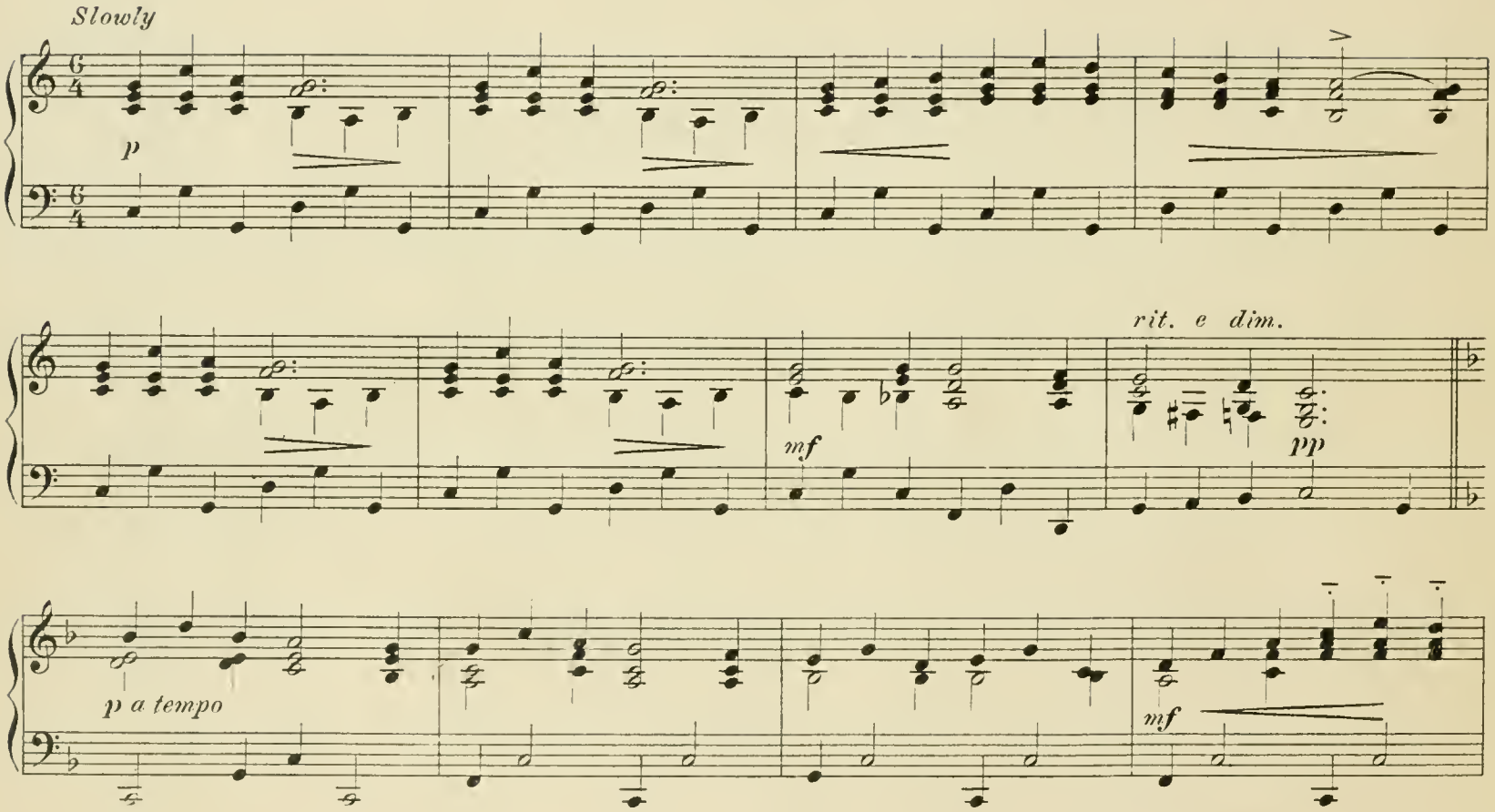
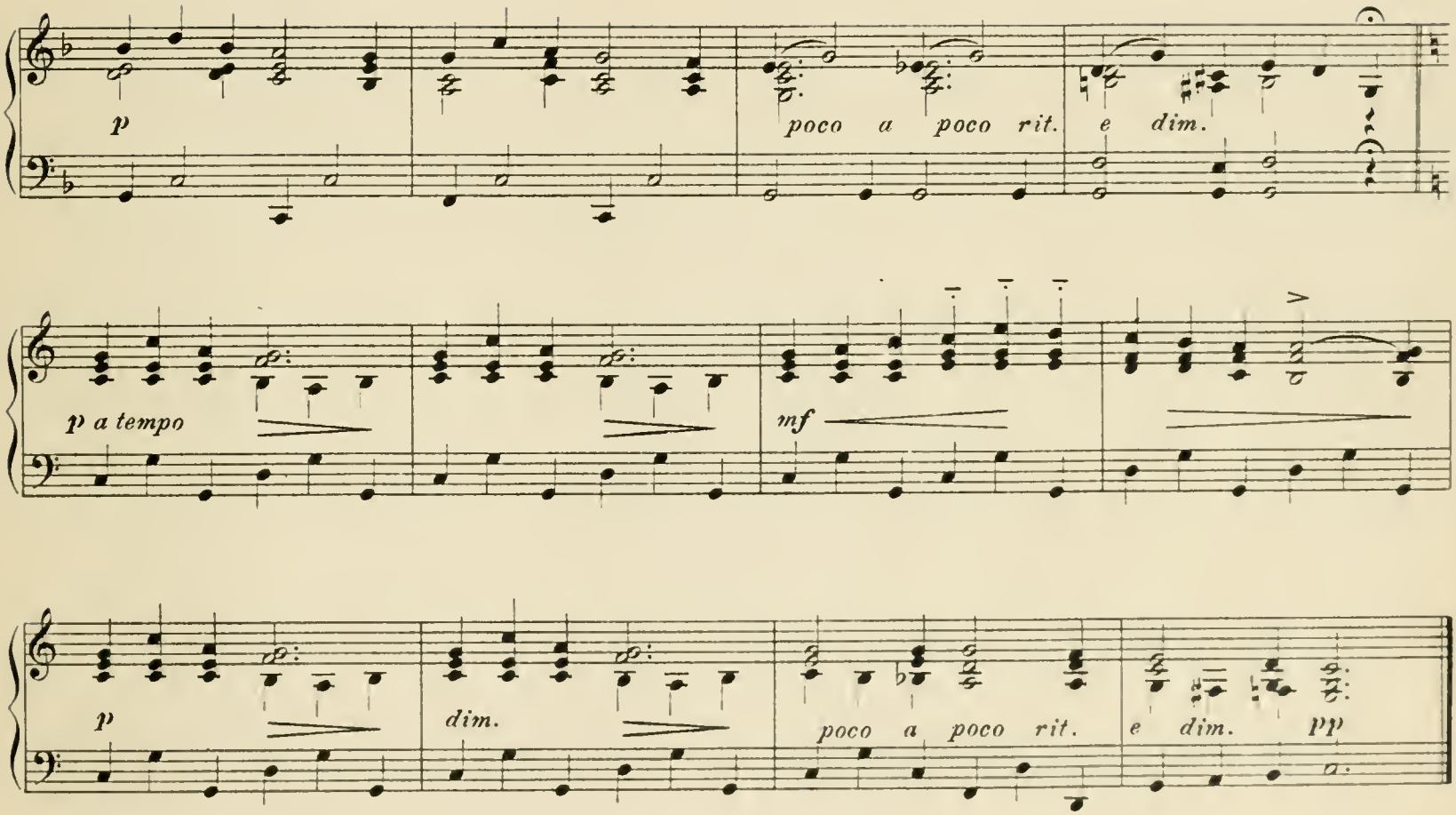
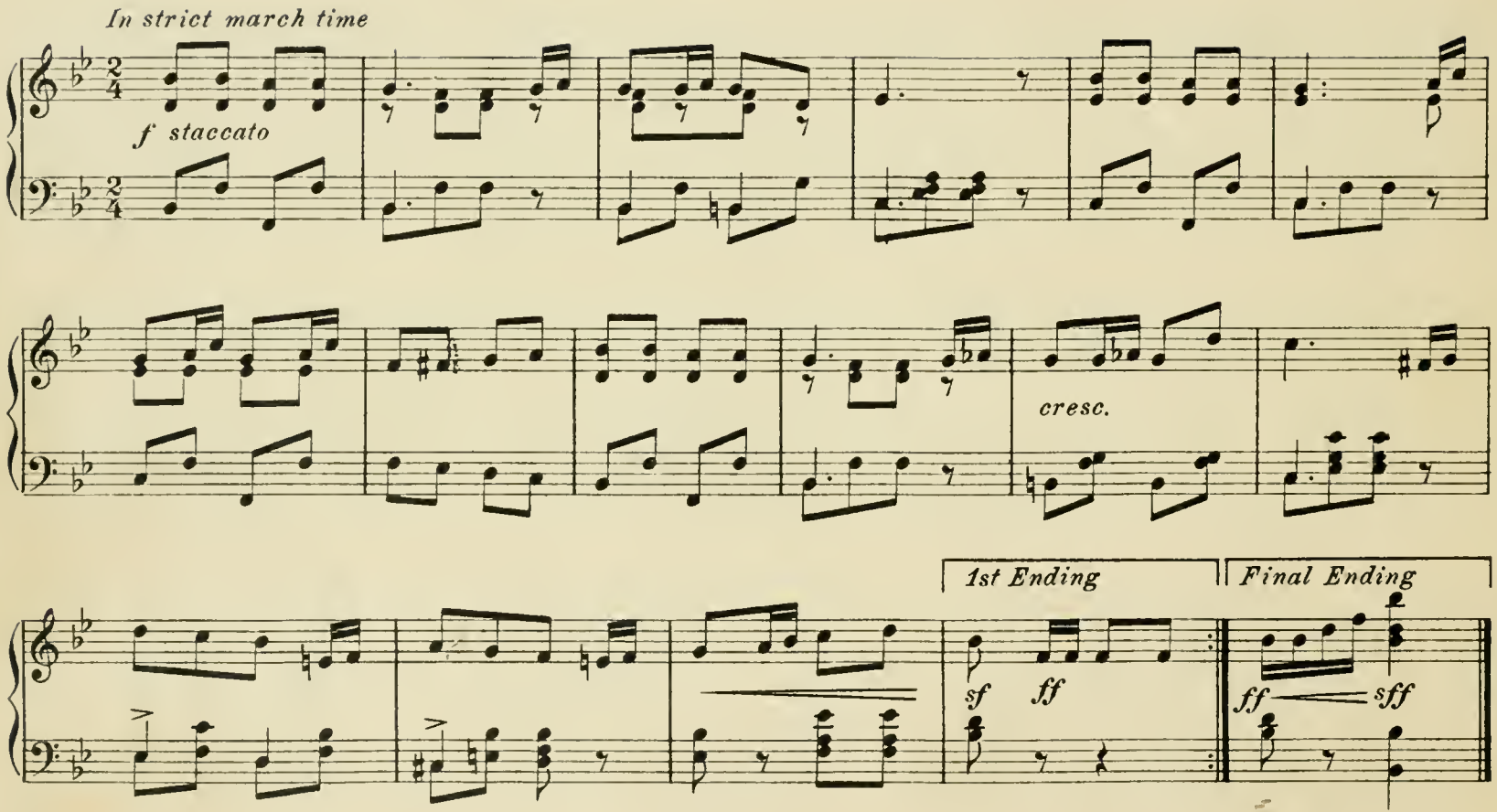
MELODY

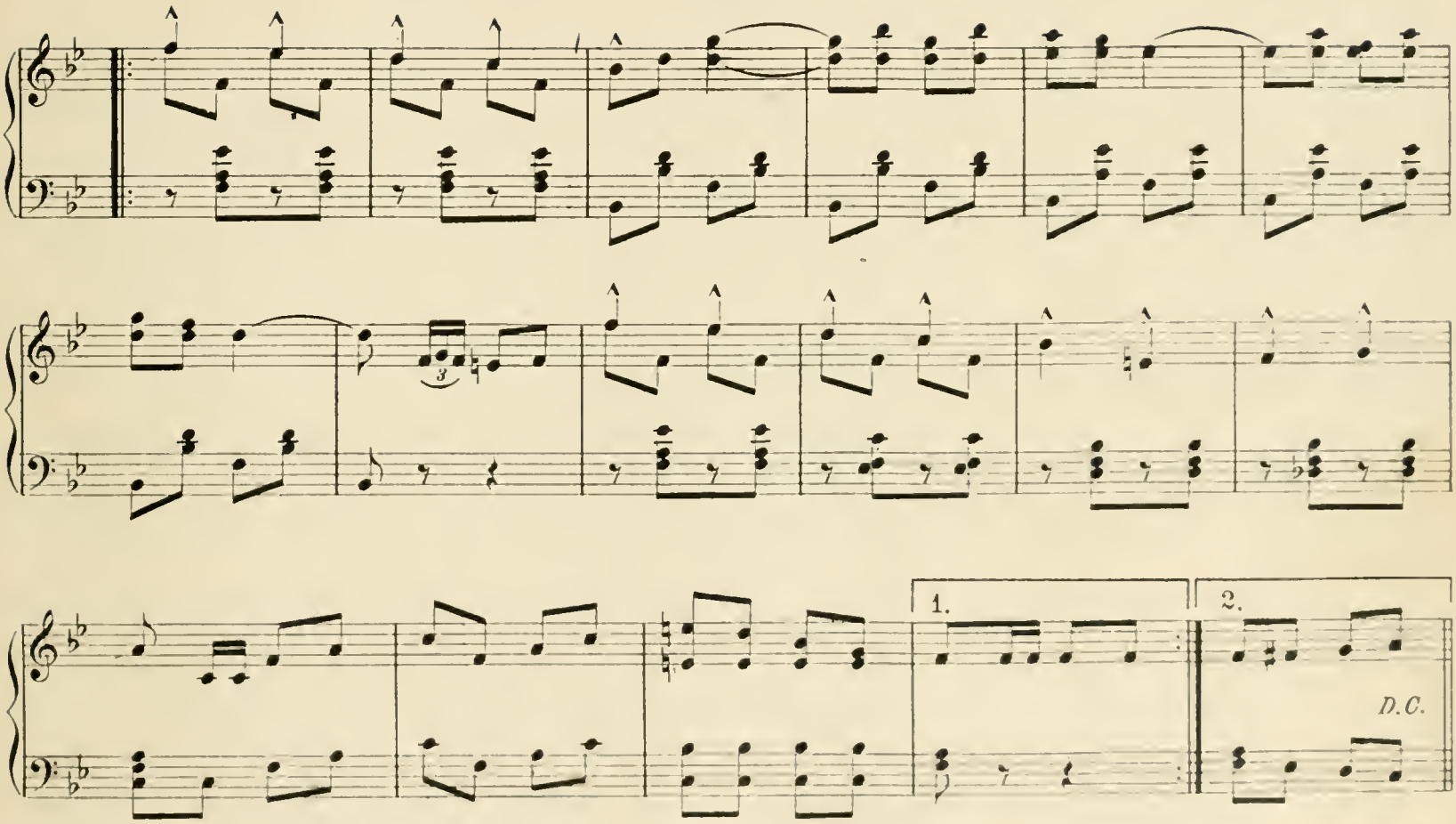



p
poco a poco rit. e dim.
p a tempo
mf
p
dim.
poco a poco rit. e dim.
pp

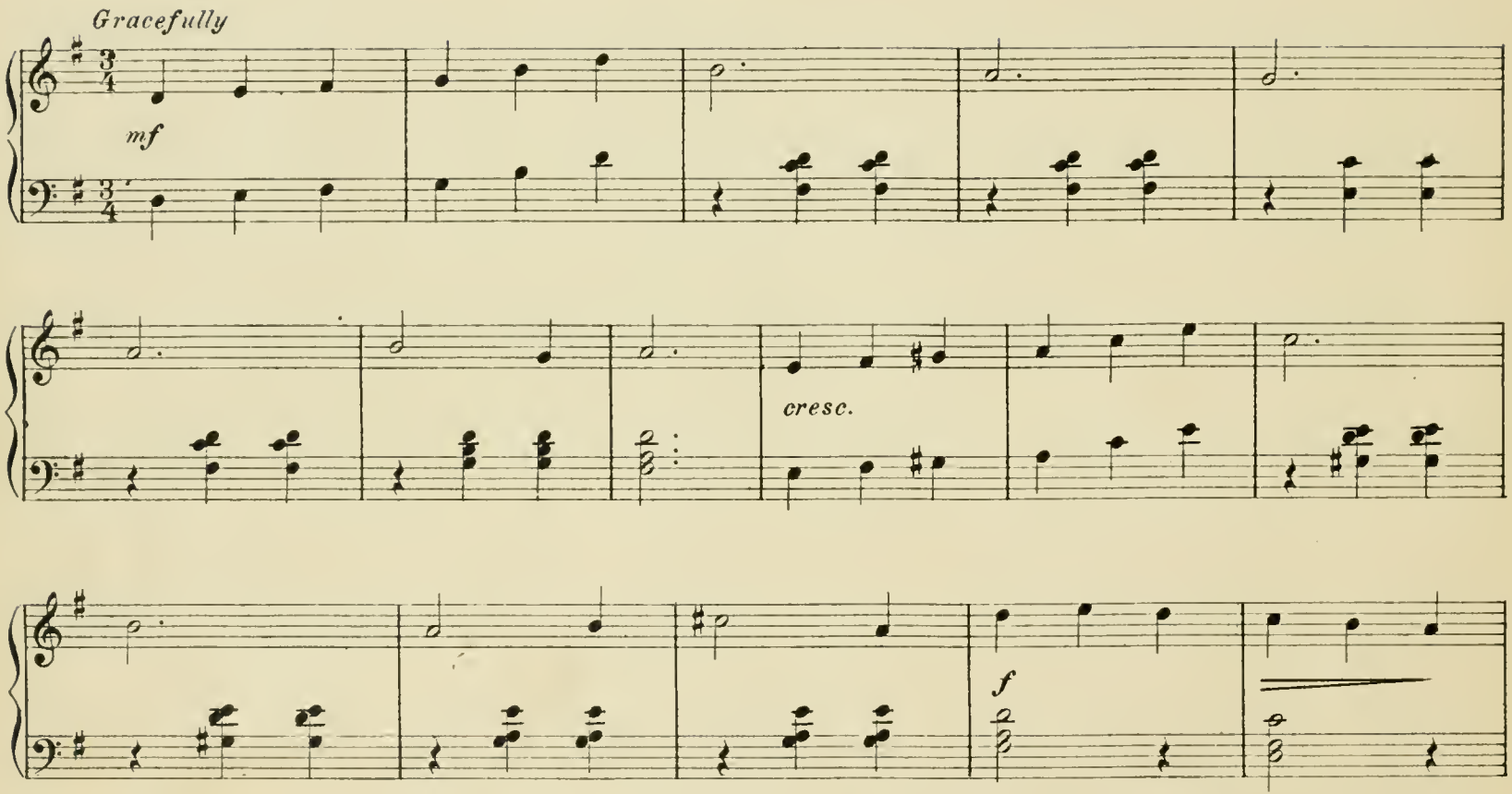
MARCH


In strict march time
f staccato
cresc.
1st Ending
Final Ending
sf
ff
ff
sff

MARCH



FLYING



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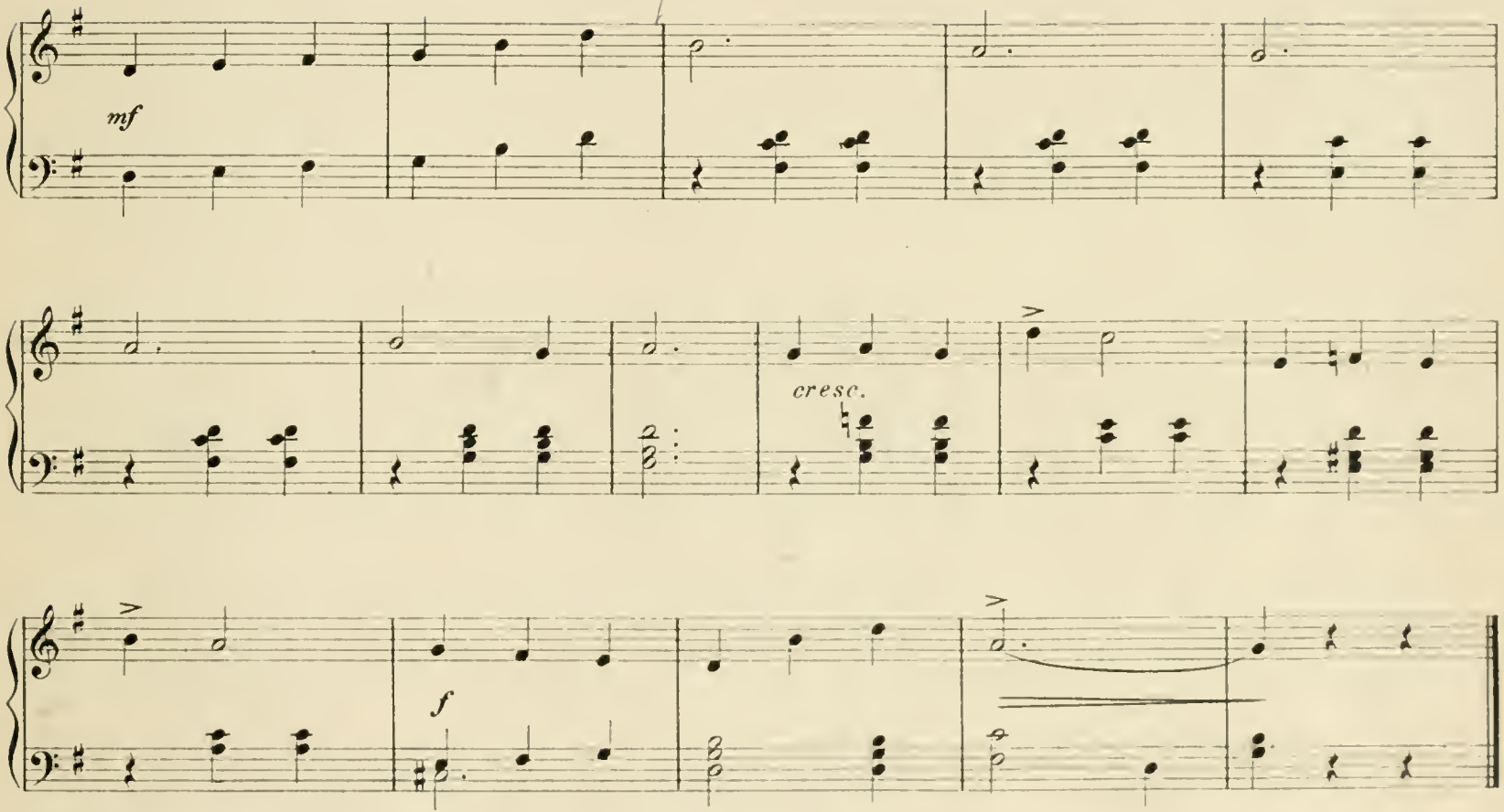
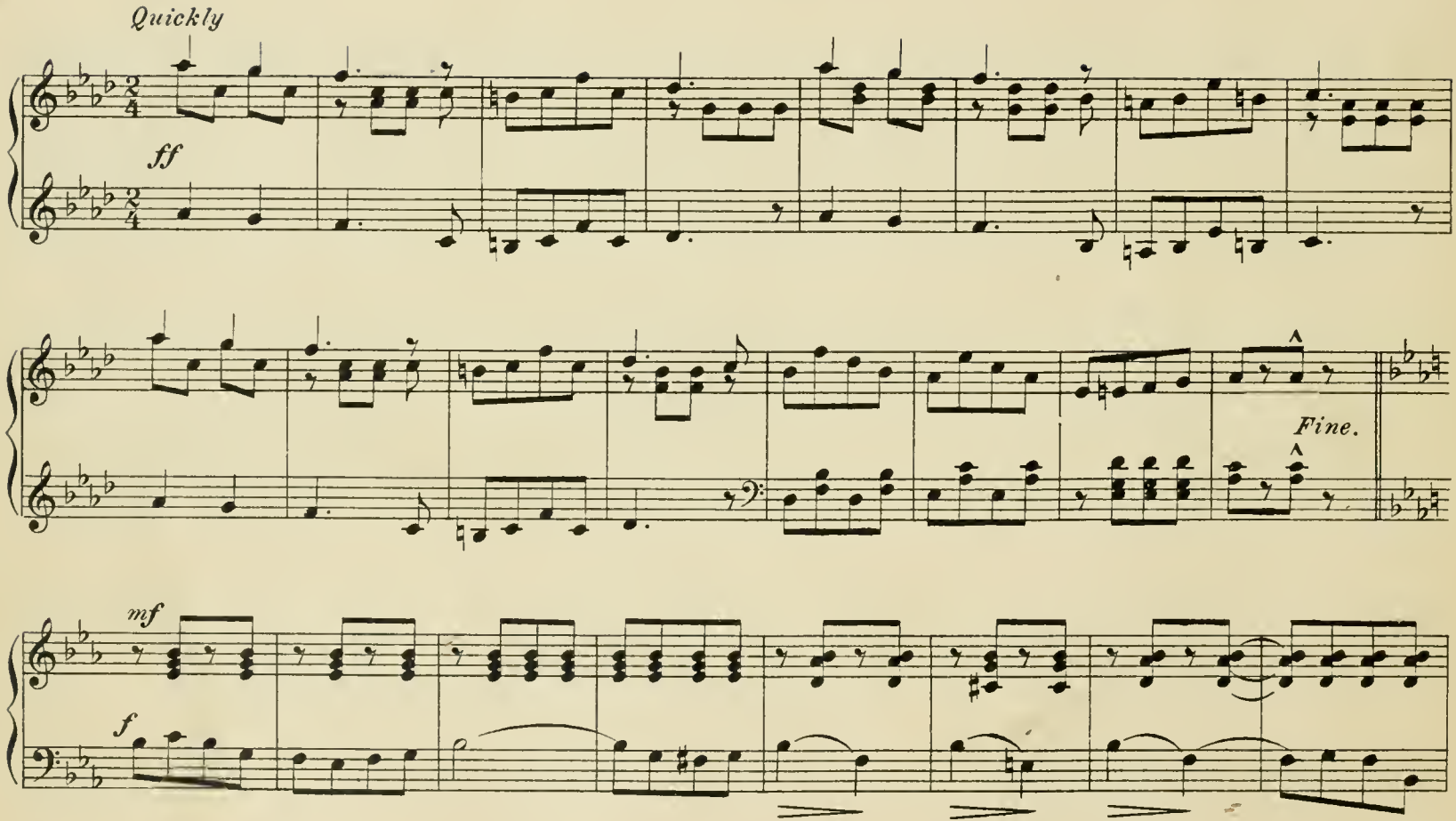
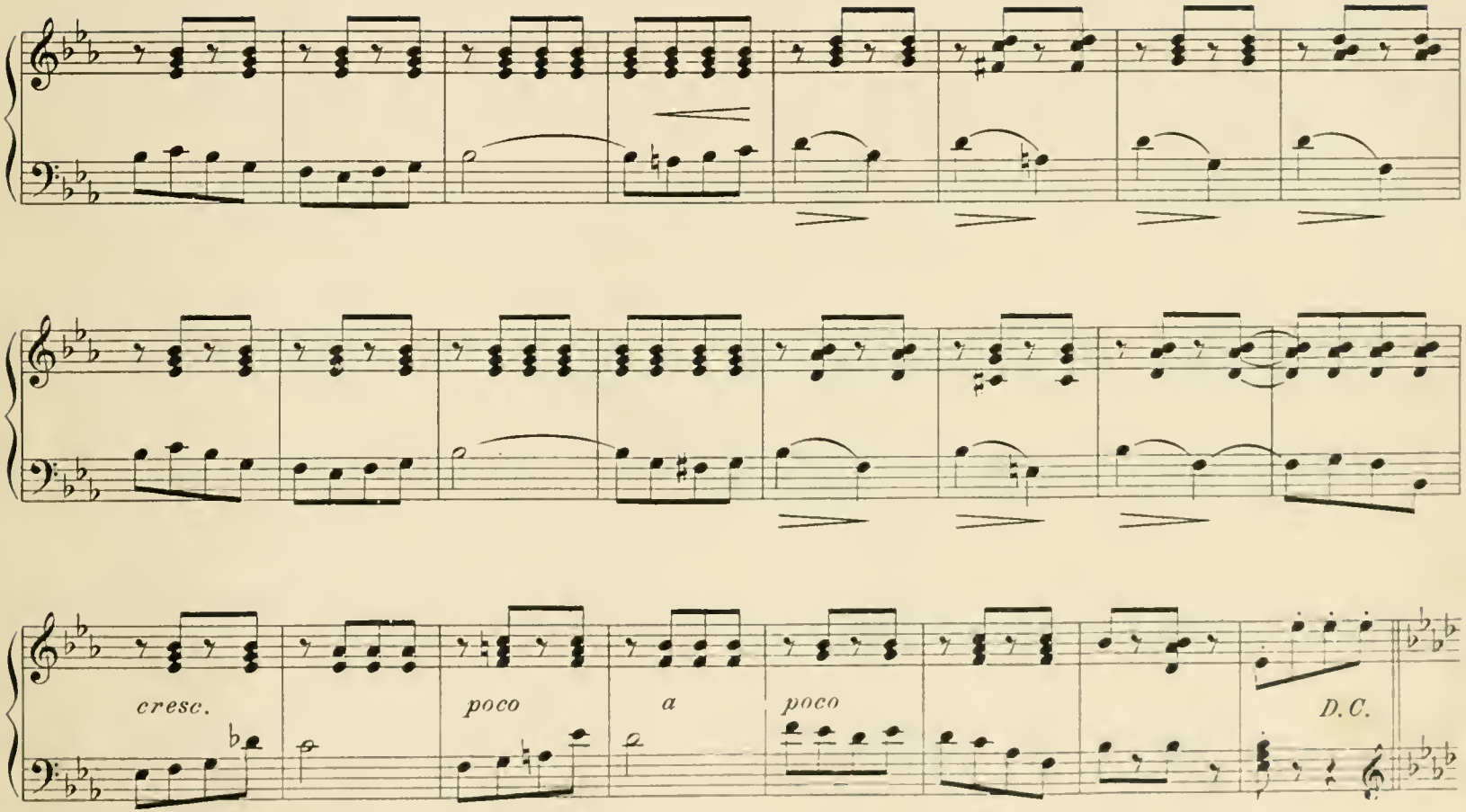


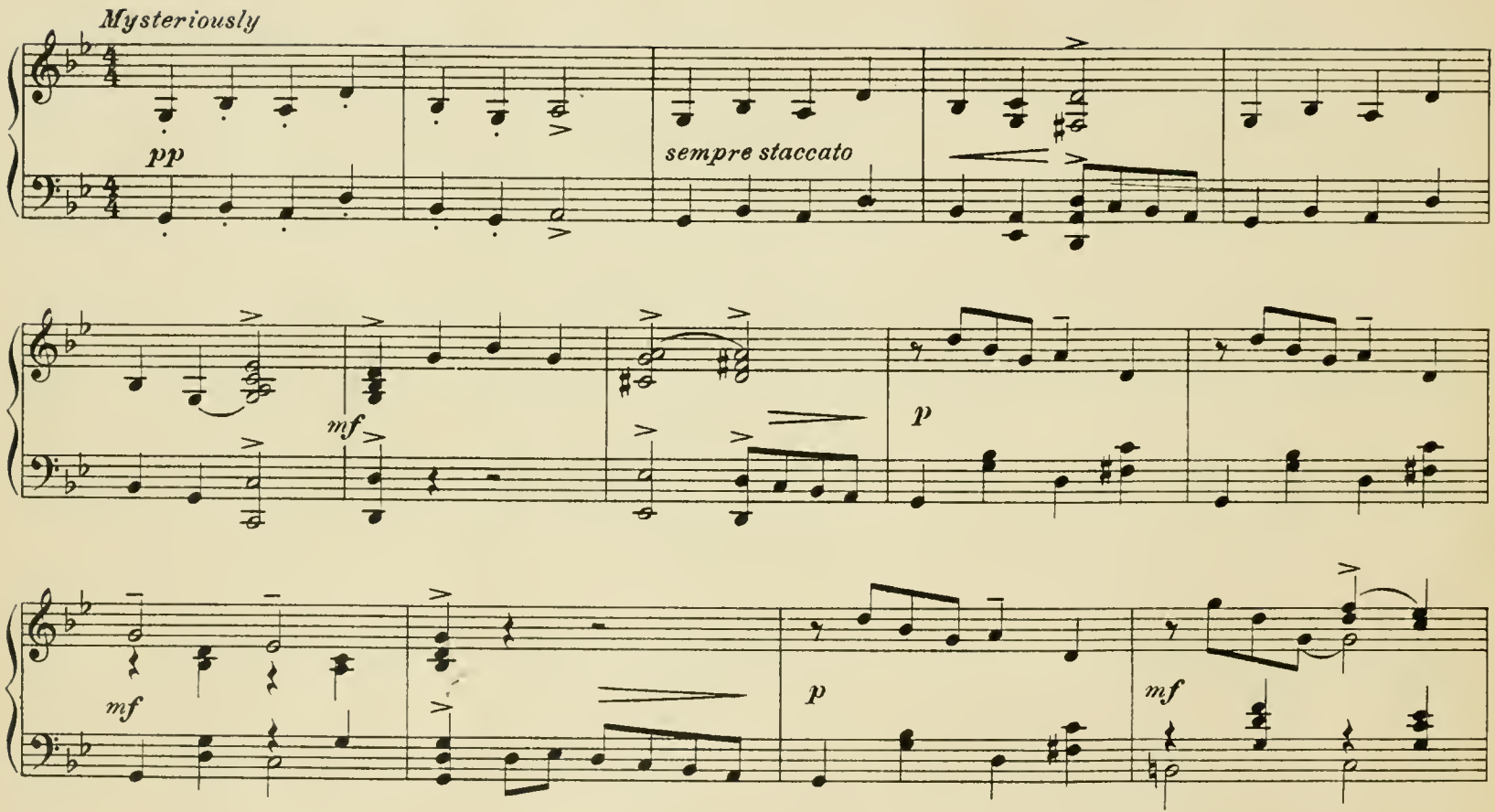
WALKING



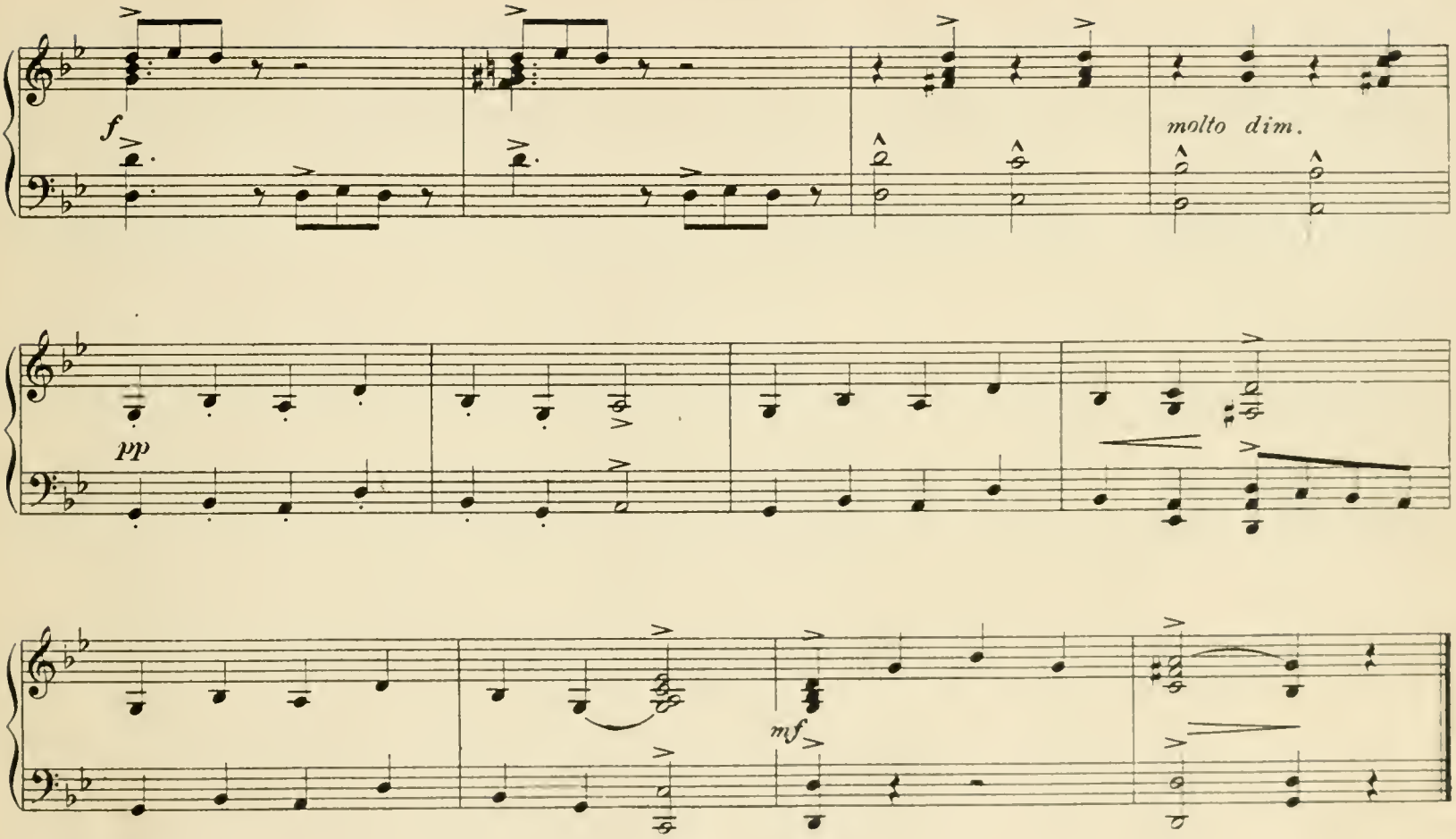
WALKING



CREEPING



CREEPING



RUNNING

Lively

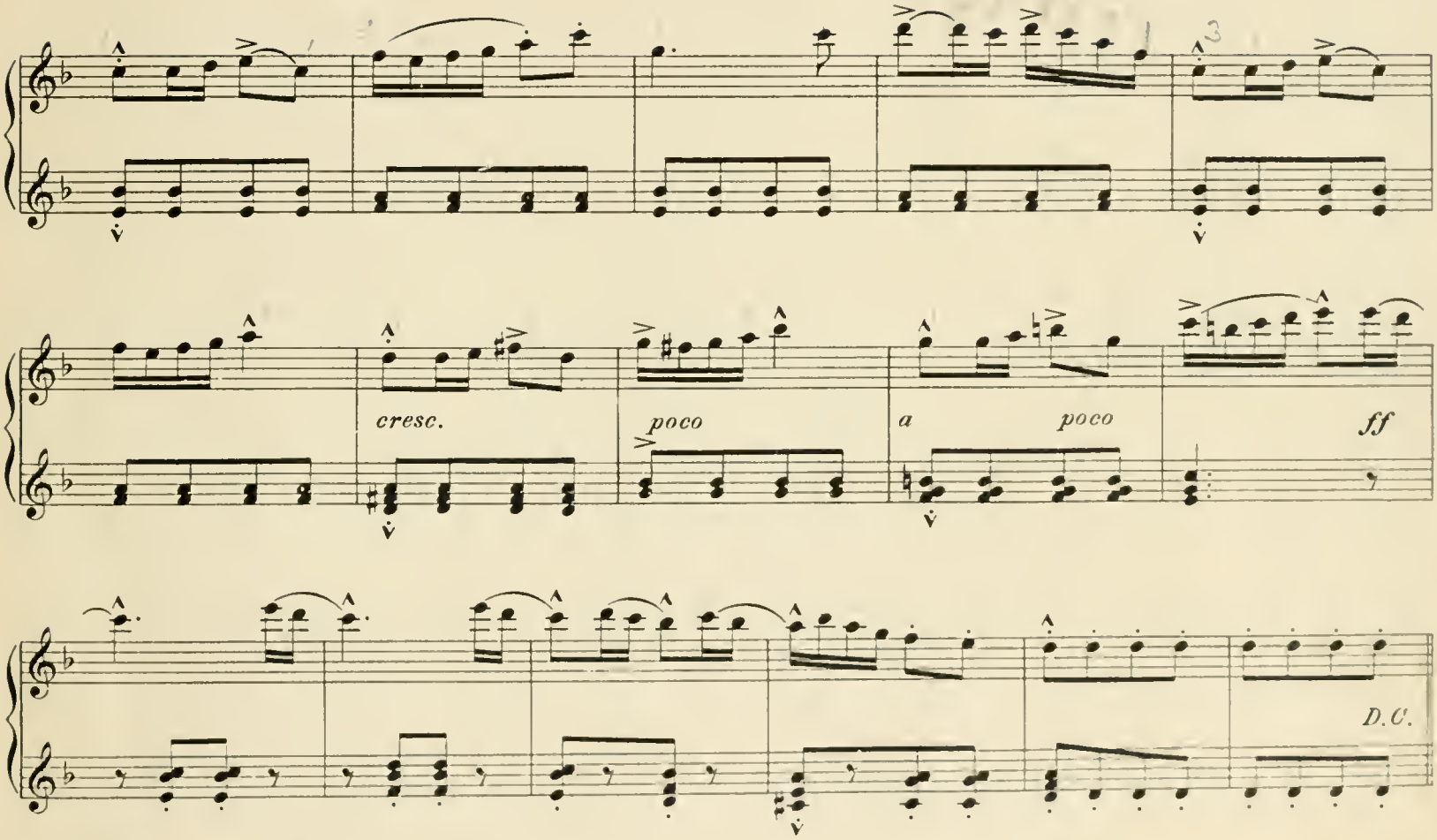
f

sf

sempre staccato

Fine.

RUNNING



SKIPPING

Lively

8

mf

8

cresc.

f

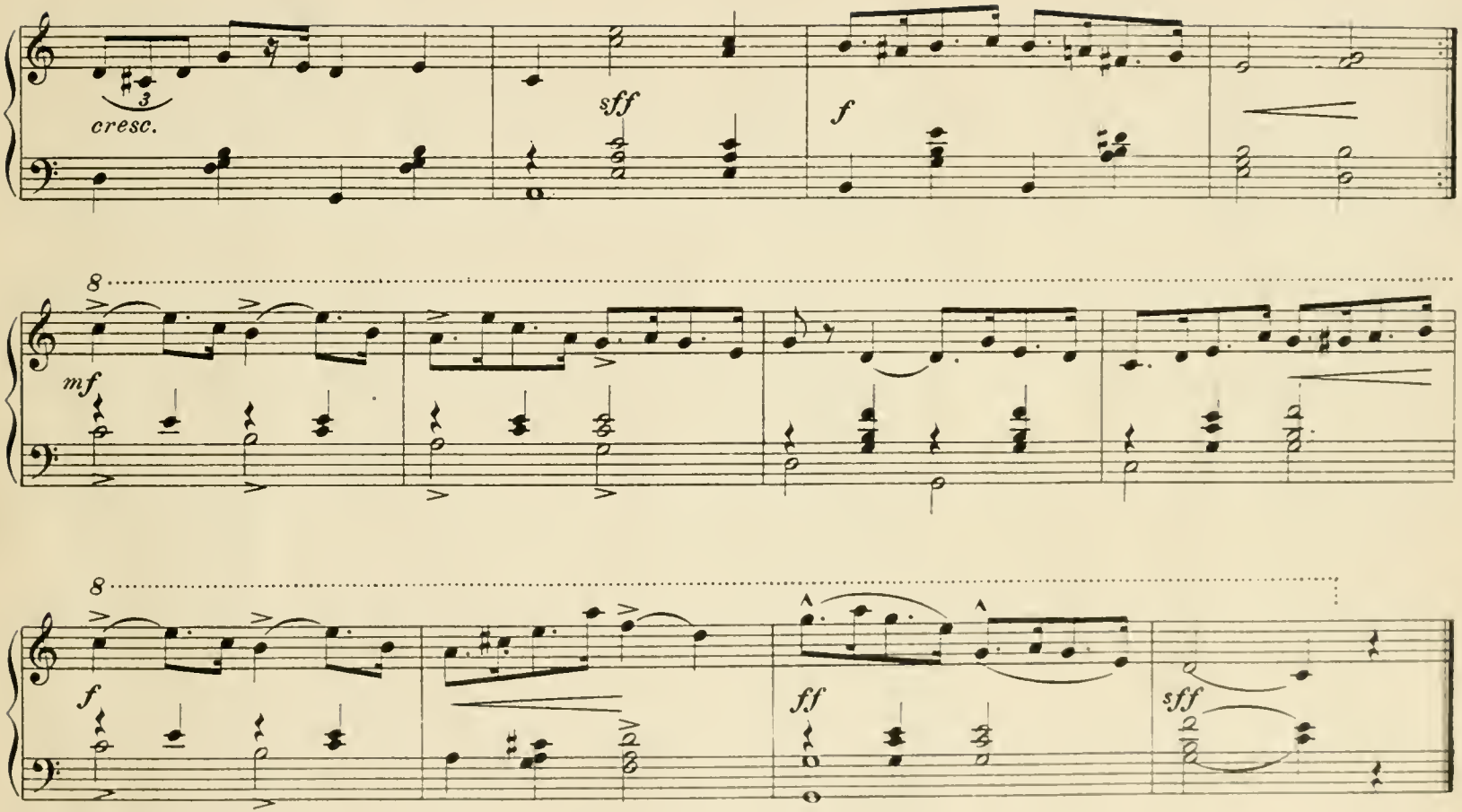
mf

sf

sf

sf

SKIPPING



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Job 5677 Date 17 20
Mend by E Time 4-40
Stab by S No. Sect. 7a Sew by C
Score Press Strip Sect.

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